

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCSE
in History A (5HA02)

Paper 02

Unit 2: Modern World Depth
Study:
Russia, 1914–39

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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.

Quality of Written Communication (QWC)

- 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 (SPaG) 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, ie 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.
- 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?

| Question Number | | |
|-----------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 (a) | | <p>What can you learn from Source A about Bolshevik rule in Russia?</p> <p>Target: source comprehension, inference and inference support (AO3).</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1 | <p>Candidates do no more than copy/paraphrase the source.</p> <p><i>eg The Bolsheviks arrested anyone suspected of being an opponent of the Communist Party, especially members of the middle and upper classes.</i></p> |
| 2 | 2–3 | <p>Unsupported inference(s).</p> <p>An inference is a judgement that can be made from studying the source, but is not directly stated by it.</p> <p><i>eg This source tells us that the Bolsheviks were very determined to succeed.</i></p> <ul style="list-style-type: none"> • 2 marks for one unsupported inference. • 3 marks for two unsupported inferences. |
| 3 | 4 | <p>Supported inference(s).</p> <p>A supported inference is one which uses detail from the source to prove the inference.</p> <p><i>eg This source tells us that the Bolsheviks were very determined to succeed. We can tell this because it says that the Bolsheviks even went as far as shooting the Tsar and his family.</i></p> |

| Question Number | | |
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| 1 (b) | | Describe the key features of Stalin's show trials. Target: knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2). |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–3 | <p>Simple statement(s).</p> <p><i>eg The show trials were one of the ways that Stalin controlled the Soviet Union.</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).</p> <p>A developed statement is a simple statement supported by factual detail.</p> <p><i>eg One of the features of the show trials was that they were introduced to destroy the influence of the Old Bolsheviks and other opponents of Stalin. They began in 1936 when 16 Old Bolsheviks were tried. All were found guilty and were shot.</i></p> <p><i>Another feature of the show trials was the impact they had on the Soviet Union...</i></p> <ul style="list-style-type: none"> • 4–5 marks for one developed statement, according to the degree of support. • 5–6 marks for two or more developed statements. |

| Question Number | | |
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| 1 (c) | | <p>Explain the effects of Lenin's New Economic Policy in the years 1921-24.</p> <p>Target: knowledge recall and selection, consequence within a historical context (AO1/AO2).</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–2 | <p>Simple or generalised statement(s) of consequences. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p><i>eg Lenin's New Economic Policy was much better than the War Communism policy it replaced.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements. |
| 2 | 3–5 | <p>Developed statement(s) of consequences. The candidate supports the statement with relevant contextual knowledge.</p> <p><i>eg The NEP was a step back from War Communism. It reintroduced money, with a state bank. Workers were paid wages and factories of under 20 workers could be in private hands. The state stopped taking crops from peasants who could sell any surplus to make a profit.</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 consequences. An explanation of one or more consequences, supported by selected knowledge.</p> <p><i>eg I don't think it is possible to overestimate the effect of NEP. War Communism was really unpopular and the Kronstadt mutiny had shown the resentment towards the Bolsheviks. So you could say this was the policy which saved the revolution. It reintroduced money, with a state bank. Workers were paid wages and factories of under 20 workers could be in private hands. The state stopped taking crops from peasants who could sell any surplus to make a profit. This meant capitalism was restored. The NEP led to the increased prosperity of the Kulaks...</i></p> <ul style="list-style-type: none"> • 6 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 | | |
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| 1 (d) | | <p>Explain why Tsar Nicholas II lost power in February 1917.</p> <p>Target: knowledge recall and selection, causation within a historical context (AO1/AO2).</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–2 | <p>Simple or generalised statement(s) of causation.</p> <p><i>eg The Tsar lost power because his military leadership failed.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple or generalised statement. • 2 marks for two or more simple or generalised statements. |
| 2 | 3–5 | <p>Developed statement(s) of causation.</p> <p>The candidate supports statement(s) with relevant contextual knowledge.</p> <p><i>eg The Tsar ran Russia badly. He was autocratic and used a policy of repression. His wife was German, which people didn't like, and was heavily influenced by Rasputin. Between 1914 and 1916 the amount of food available dropped by 25% and in February 1917 200,000 demonstrators took to the streets. Troops refused to fire on them.</i></p> <p><i>Another reason why the Tsar lost power was because he did so badly at the Front...</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>eg The Tsar lost power because he ran the country so badly. Although people had great loyalty for the royal family, the Tsar's rule was so poor that in the end people wanted to get rid of him. The Tsar was autocratic and used a policy of repression. His wife was German, which people didn't like, and was heavily influenced by Rasputin. Between 1914 and 1916 the amount of food available dropped by 25% and in February 1917 200,000 demonstrators took to the streets. Troops refused to fire on them.</i></p> <p><i>Some soldiers actually joined the demonstrators and began fighting the police and attacking the prisons. Things got so bad that the Duma had no choice other than to form the Provisional Government...</i></p> <ul style="list-style-type: none"> • 6 marks for one cause linked to outcome. • 7–8 marks for two or more causes linked to outcome. • 8 marks for answers which prioritise causes or demonstrate how they combined to produce the outcome. |

| Question Number | | |
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| 2 (a) | | <p>Explain how Stalin's position in the Soviet Union changed in the years 1924-28.</p> <p>Target: knowledge recall and selection, change within a historical context (AO1/AO2).</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–2 | <p>Simple or generalised statement(s) of change.</p> <p><i>eg During this time Stalin established himself as leader and got rid of 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 change.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>eg In 1924 Lenin died and Stalin was one of contenders to take over. Lenin had written a Testament criticising Stalin, but Stalin got his supporters to stop the Testament being read to the Congress. He also tricked Trotsky into not attending Lenin's funeral. Then he slowly removed his rivals. In 1926 Kamenev and Zinoviev were expelled from the Party and the next year Trotsky was also expelled.</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements. |
| 3 | 6–8 | <p>Developed explanation of change.</p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>eg By clever tactics, Stalin managed to change his position as a not very popular, outside candidate for the party leadership to the undisputed leader. In 1924 Lenin died and Stalin was one of the contenders to take over. Lenin had written a Testament criticising Stalin, but Stalin got his supporters to stop the Testament being read to the Congress. He also tricked Trotsky into not attending Lenin's funeral. Then he slowly removed his rivals. In 1926 Kamenev and Zinoviev were expelled from the Party and the next year Trotsky was also expelled. Although there were those who spoke out against Stalin, by 1928 his position was secure and his opponents were defeated...</i></p> <ul style="list-style-type: none"> • 6–7 marks for one explained change. • 7–8 marks for two or more explained changes. • 8 marks for answers which prioritise changes or show links between them. |

| Question Number | | |
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| 2 (b) | | <p>Explain how conditions for industrial workers in the Soviet Union changed in the years 1928-39.</p> <p>Target: knowledge recall and selection, change within a historical context (AO1/AO2).</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–2 | <p>Simple or generalised statement(s) of change.</p> <p><i>eg Things got much harder, though they were more organised.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements. |
| 2 | 3–5 | <p>Developed statement(s) of change.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>eg Things changed quite a lot in this period. Five Year Plans were introduced and most factories had a 'Red Manager' who made sure targets were achieved. Trade unions were banned and in 1934 'progressive piecework was introduced'. There was also a work passport. Women started working in factories too.</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements. |
| 3 | 6–8 | <p>Developed explanation of change.</p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>eg During this time the Soviet Union dramatically and so did working and living conditions. The Five Year Plans led to 'Red Managers' who made sure targets were achieved. Trade unions were banned and in 1934 'progressive piecework was introduced'. There was also a work passport. Women started working in factories too. That was something new. So were new towns with flats for workers which were better than many people had before. All in all, though, the change was to a life controlled by the state...</i></p> <ul style="list-style-type: none"> • 6–7 marks for one explained change. • 7–8 marks for two or more explained changes. • 8 marks for answers which prioritise changes or show links between them. |

| Question Number | | |
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| 3 (a) | Was the failure to take Russia out of the First World War the main reason why the Provisional Government was overthrown? Explain your answer. | |
| | You may use the following in your answer. <ul style="list-style-type: none"> • The failure to take Russia out of the First World War. • The Kornilov Revolt (1917). <p>You must also include information of your own.</p> | |
| | <p>Target: knowledge recall and selection, analysis of causation within a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p> | |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–3 | <p>Simple or generalised statements of causation. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> • agree or disagree without development • write on the stimulus points or other causes without specific detail. <p><i>eg The Provisional Government was set up in February 1917 and was overthrown because it was poor.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> |
| QWC i-ii-iii | | |
| 2 | 4–7 | <p>Developed statements of causation. Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the causes.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one cause. • 5–6 marks for developing two causes. • 6–7 marks for developing three causes. <p><i>eg The Provisional Government decided to stay in the First World War. It did not believe that it could desert Russia's allies and so it sent more troops to the front. But the problems the Tsar had had with supplies and the standard of the officers continued.</i></p> |

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| <p>QWC i-ii-iii</p> | | <p><i>The Provisional Government also failed to deal effectively with the Kornilov revolt...</i></p> <p><i>Another reason for the Provisional Government being overthrown was the growing support for the Bolsheviks. Lenin returned to Russia from exile in April and began promising peace, bread and land. The Bolsheviks set up the Red Guards and carried out a campaign of criticism of the Provisional Government.</i></p> <p>Maximum 6 marks for answers that do not detail a cause in addition to those prompted by the stimulus material, for example weaknesses of PG or growing support for the revolutionaries.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> |
| <p>3</p> <p>QWC i-ii-iii</p> | <p>8–12</p> | <p>Developed explanation of causation. Developed explanation of causation, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one cause explained. • 9–10 marks for two causes explained. • 11–12 marks for three or more causes explained. <p><i>eg... A major reason why the Provisional Government was overthrown was because it decided to stay in the First World War. It did not believe that it could desert Russia's allies and so it sent more troops to the front. But the problems the Tsar had with supplies and the standard of the officers continued. The Russians were fed up with war and it had been a major reason for the fall of the Tsar. So this was always likely to lead to support for any group offering peace.</i></p> <p><i>The Provisional Government also failed to deal effectively with the Kornilov revolt...This was an important reason for its overthrow because...</i></p> <p><i>Another reason for the Provisional Government being overthrown was the growing support for the Bolsheviks. Lenin returned to Russia from exile in April and began promising peace, bread and land. The Bolsheviks set up the Red Guards and carried out a campaign of criticism of the Provisional Government. Their criticisms of the Provisional Government won them support as they offered peace, bread and land. At a time when there was war and food shortages this proved very popular and explains why they got support in overthrowing the Provisional Government.</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus</p> |

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| | | <p>material, for example the growing support for the revolutionaries.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate 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>Prioritises causes or sees link between them. This considers the relationship between a range of causes. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement).</p> <ul style="list-style-type: none"> • 13-14 marks for judgement of the relative importance of two factors <p><i>eg As Level 3 (with at least 3 factors) plus</i></p> <p><i>...I think continuing to fight in the First World War was much more important than growing support for the Bolsheviks. Revolutionaries had existed for many years in Russia, but they needed the government to be unpopular to turn their support into action. That is what staying in the war did.</i></p> <ul style="list-style-type: none"> • 15–16 marks for judgement of the relative importance of more than two factors or for an answer which shows the interrelationship between three causes in coming to a judgement for an answer which shows the interrelationship between three causes in coming to a judgement. <p><i>eg As Level 3 (with at least 3 factors) plus</i></p> <p><i>...I think continuing to fight in the First World War was much more important than growing support for the Bolsheviks. Revolutionaries had existed for many years in Russia, but they needed the government to be unpopular to turn their support into action. That is what staying in the war did. Perhaps, however, none of this would have been possible if it hadn't been for the dreadful mistake of arming the Bolsheviks to stop Kornilov. Maybe without that they couldn't have overthrown the Provisional Government.</i></p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example the growing support for the revolutionaries.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> |

| 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 | Candidates 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 | Candidates 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 | Candidates 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 (b) | | <p>Was the removal of the kulaks the most important feature of Stalin's agricultural policy?</p> <p>Explain your answer.</p> <p style="text-align: right;">(16)</p> |
| | | <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The removal of the kulaks • New machinery <p>You must also include information of your own.</p> |
| | | <p>Target: knowledge recall and selection, analysis of consequence within a historical context (AO1/AO2). Assessing QWC i-ii-iii: for the highest mark in a level all criteria for the level, including those for QWC, must be met. Spelling, punctuation and grammar (SPaG): up to 4 additional marks will be awarded for SPaG.</p> |
| Level | Mark | Descriptor |
| | 0 | No rewardable material. |
| 1 | 1–3 | <p>Simple or generalised statements of consequence. The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.</p> <p>At this level candidates will</p> <ul style="list-style-type: none"> • agree or disagree without development • write on the stimulus points or other consequences without specific detail. <p><i>eg Stalin decided that agriculture in the Soviet Union had to improve. So he introduced a policy of collectivisation.</i></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy.</p> |
| QWC i-ii-iii | | |
| 2 | 4–7 | <p>Developed statements of consequence. Developed statements which agree and/or disagree with the question. These answers provide detail, but do not explain the consequences.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one consequence. • 5–6 marks for developing two consequences. • 6–7 marks for developing three consequences. <p><i>eg Stalin carried out a policy of dekulakisation. The army went into the villages and arrested kulaks. They were transported to labour camps. It is estimated that kulaks were removed from over 600,000 farms in the years 1930-</i></p> |

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| <p>QWC i-ii-iii</p> | | <p>31.</p> <p><i>Another important feature of Stalin's agricultural policy was that the farms were given new machinery...</i></p> <p><i>Stalin also set up collectives. These were large modern farms where peasants worked together under government control. The government kept as much of the produce as it needed and paid the peasants for their labour.</i></p> <p>Maximum 6 marks for answers that do not detail a consequence in addition to those prompted by the stimulus material, for example setting up collectives.</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 candidate spells, punctuates and uses some of the rules of grammar with general accuracy.</p> |
| <p>3</p> <p>QWC i-ii-iii</p> | <p>8–12</p> | <p>Developed explanation of consequence. Developed explanation of consequences, agreeing and/or disagreeing with the question.</p> <ul style="list-style-type: none"> • 8–9 marks for one consequence explained. • 9–10 marks for two consequences explained. • 11–12 marks for three or more consequences explained. <p><i>eg ...Stalin carried out a policy of dekulakisation. The army went into the villages and arrested kulaks. They were transported to labour camps. It is estimated that kulaks were removed from over 600,000 farms in the years 1930-31. This was a really important feature because it was the kulaks who were the main opponents of Stalin's agricultural policy. So by removing them he removed the main opposition and could enforce collectivisation.</i></p> <p><i>Another important feature of Stalin's agricultural policy was that the farms were given new machinery... This was important because ...</i></p> <p><i>Stalin also set up collectives. These were large modern farms where peasants worked together under government control. The government kept as much of the produce as it needed and paid the peasants for their labour. The collectives were important because they enabled farms to specialise in certain products and because they allowed Stalin to gain control of the Soviet Union's agricultural produce. Unlike the NEP, produce now belonged to the State not to individual peasants. It could be sold overseas to get foreign currency.</i></p> <p>Maximum 10 marks for answers that do not explain a consequence beyond those prompted by the stimulus material, for example setting up collectives.</p> |

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| | | Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. |
| 4 | 13–16 | <p>Prioritises consequences or sees link between them. This considers the relationship between a range of consequences. (This level can be achieved only if the response has explained at least three consequences and has made explicit comparisons of the relative importance of two of them in coming to a judgement.)</p> <ul style="list-style-type: none"> • 13-14 marks for judgement of the relative importance of two factors <p><i>eg As Level 3 (with at least 3 factors) plus</i></p> <p><i>...I think dekulakisation was much more important than having new machinery. New machinery might help increase production, but if Stalin hadn't got rid of the Kulaks then there would be fewer collective farms to use the new machinery on.</i></p> <ul style="list-style-type: none"> • 15–16 marks for judgement of the relative importance of more than two factors or for an answer which shows the interrelationship between three causes in coming to a judgement for an answer which shows the interrelationship between three causes in coming to a judgement. <p><i>eg As Level 3 (with at least 3 factors) plus</i></p> <p><i>...I think dekulakisation was much more important than having new machinery. New machinery might help increase production, but if Stalin hadn't got rid of the Kulaks then there would be fewer collective farms to use the new machinery on. Of course, what really made agriculture work in the long run was setting up the collectives and so without dekulakisation, you would not have had collectives and you wouldn't have been able to introduce the new machinery.</i></p> <p>NB: No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material, for example setting up collectives.</p> <p>Writing communicates ideas effectively, using a range of precisely-selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p> |
| QWC i-ii-iii | | |
| | | 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 |

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| | | grammar within the context of the demands of the question. |
| Threshold | 1 | Candidates 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 | Candidates 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 | Candidates 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. |