

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCSE
in History A (5HA02)

Paper 2B

Unit 2: Modern World Depth Study

Option 2B: 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.

Question Number		
1 (a)		<p>What can you learn from Source A about Stalin?</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>e.g. I can learn that, after Lenin's death, Stalin sided with those members of the Politburo who supported the New Economic Policy.</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>e.g. I can learn that Stalin was a very ruthless man.</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>e.g. I can learn that Stalin was a very ruthless man. I know this because he had Trotsky murdered years later.</i></p>

Question Number		
1 (b)		Describe the key features of life for women in the Soviet Union in the years 1928-39. 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	Simple statement(s). <i>e.g. It was really tough. They had to work a lot more.</i> <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	Developed statement(s). A developed statement is a simple statement supported by factual detail. <i>e.g. One feature of life for women was that they became an important part of Stalin's industrialisation plans. There was equal pay for equal work and over 100,000 women worked as engineers or in the building trade. It has been estimated that over half a million women worked on the railways. By 1940 over 13 million women were working in industry in the Soviet Union.</i> <i>Another feature of lives for women was that special steps were taken to allow them to work in factories. So free childcare was provided until children were old enough to go to school. There were free laundries and also free canteens to feed women at work and children at school.</i> <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		
1 (c)		<p>Explain the effects of the cult of Stalin on the Soviet Union.</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>e.g. The cult of Stalin was one way that Stalin used to maintain his control.</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>e.g. The cult of Stalin was a bit like the cult of Lenin. It was used to make Stalin and the State seem the same thing. Stalin was everywhere you looked in the Soviet Union. There were huge posters of him attached to the front of blocks of flats and shops and photos of him in the newspapers. These newspapers were full of stories about what a caring man he was and how much he was improving the Soviet Union. This made him very popular.</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>e.g. There were several important effects of the cult of Stalin. The first effect was that Stalin became seen as the Father of the Soviet Union. By portraying himself as responsible for everything that happened in the Soviet Union, he became seen as the great leader with everyone's interests at heart. So this made it much easier for him to take total control.</i></p> <p><i>Another effect was that the cult gained support for Stalin's policies and, in particular, for his industrial reforms. People believed that if Stalin was calling for greater efforts to save the country from future attack, they should support him. So...</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		
1 (d)		<p>Explain why Stalin introduced the purges in the Soviet Union in the 1930s.</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>e.g. Stalin wanted to make sure that people did as they were told.</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>e.g. By 1934 Stalin was becoming increasingly concerned about opposition to himself and his reforms. So he introduced the purges to remove opponents – or those who he thought were opponents. In this way, he could make sure that he had total obedience to his policies.</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed reason. • 4–5 marks for two or more developed reason.
3	6–8	<p>Developed explanation of causation.</p> <p>The candidate explains why the reason(s) brought about the stated outcome.</p> <p><i>e.g. There were two main reasons for introducing the purges. Firstly, by 1934 Stalin was becoming increasingly concerned about opposition to himself and his reforms. So he introduced the purges to remove opponents – or those who he thought were opponents. By introducing a widespread series of purges, Stalin made it known that he would accept no opposition to his policies of industrialisation, collectivisation and modernisation. At the height of the purges in 1937/38 it is believed that as many as 700,000 people were executed. People were simply too frightened to speak against Stalin and his policies.</i></p> <p><i>Stalin also used the purges to secure his own position as head of government. He had defeated Trotsky to become undisputed leader, but by 1934 he was concerned that there were plans to remove him. When Kirov was murdered, Stalin used this as an opportunity to turn on his supposed enemies. In all sixteen ‘Old Bolsheviks’ were tried for treason and being involved in the death of Kirov. He even purged the Red Army to ensure it was totally obedient to him and could play no role in overthrowing him. So a major reason for the purges was to make sure Stalin stayed in power.</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		
2 (a)		<p>Explain how agriculture changed in the Soviet Union 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>e.g. Agriculture changed a lot in the Soviet Union at the time because Stalin introduced collectivisation.</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>e.g. Agriculture changed a lot because Stalin introduced collectivisation. Large collective farms using modern technology like tractors and combine harvesters were introduced. The land now belonged to the State and peasants had to meet production targets for their crops. The State provided the seed and equipment and the peasants provided the labour. Collectivisation wiped out the kulak class and by 1935 over 90% of farmland was collectivised...</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>e.g. Agriculture changed dramatically in this period. After the unpopularity of War Communism, Lenin had introduced the New Economic Policy, which allowed peasants to sell surplus crops and pay tax on the profits. Stalin was not prepared to allow this private enterprise and turned farming into a State-owned and controlled industry. Large collective farms using modern technology like tractors and combine harvesters were introduced. The land now belonged to the State and peasants had to meet production targets for their crops. The State provided the seed and equipment and the peasants provided the labour. Collectivisation wiped out the kulak class and by 1935 over 90% of farmland was collectivised. Opposition to collectivisation was dealt with firmly and peasants lost their individual rights. So the Soviet Union became a country with a mechanised form of agriculture...</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		
2 (b)		<p>Explain how industry changed in the Soviet Union 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>e.g. This was the time when the Soviet Union became an industrial giant.</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>e.g. Stalin introduced a series of measures to industrialise the Soviet Union. These were the Five-Year Plans which were run by the State Planning Committee, Gosplan. Industrial production targets were set and particularly productive workers, such as Alexei Stakhanov were publicised to encourage others. The First Five-Year Plan set targets for iron, steel, coal and oil and there were huge increases in production. Later plans also set targets for agricultural machinery and consumer goods.</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>e.g. In this period, Russian industry changed considerably. After the introduction of the NEP, the state owned large enterprises, but there were many small factories in private ownership. Under Stalin, state control was extended and the old inefficiencies ended as this increased control led to industrial planning on a national scale. This led to Russia becoming a vast industrial giant. In new towns such as Magnitogorsk the Five Year Plans were run by Gosplan. Industrial production targets were set and particularly productive workers, such as Alexei Stakhanov were publicised to encourage others. The First Five-Year Plan set targets for iron, steel, coal and oil and there were huge increases in production. Later plans also set targets for agricultural machinery and consumer goods. All of this was a huge step from the system that had existed in 1928.</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		
3 (a)		<p>Was the defeat of Russia's armies in the First World War the main reason why the Tsar abdicated in 1917? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The defeat of Russia's armies in the First World War • The influence of Rasputin <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 consequences without specific detail. <p><i>e.g. Yes the defeat of the armies was very important. The people did not like this.</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> <p>QWC i-ii-iii</p>
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 consequences.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one cause. • 5–6 marks for developing two cause. • 6–7 marks for developing three cause. <p><i>e.g. The defeat of the armies was an important reason why the Tsar was overthrown. The army was huge, but poorly trained and equipped. In 1914 the Russians were heavily defeated in two battles, at Tannenberg and Masurian Lakes.</i></p> <p><i>The influence of Rasputin was another reason why the Tsar was overthrown. After the Tsar left to command the army, Rasputin gained in influence and there were even rumours that he was the Tsarina's lover.</i></p> <p>Maximum 6 marks for answers that do not detail a</p>

<p>QWC i-ii-iii</p>		<p>consequence in addition to those prompted by the stimulus material, for example the discontent of the workers and peasants, or the Tsar's autocratic approach.</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 causes, 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>e.g. The defeat of the armies was an important reason why the Tsar was overthrown. The army was huge, but poorly trained and equipped. In 1915 the Russian army suffered nearly 2 million casualties and lost large parts of 4 provinces of Russia. In 1914 the Russians were heavily defeated in two battles, at Tannenberg and Masurian Lakes. These defeats helped bring about the overthrow of the Tsar because they led to millions of peasant deaths and they were also blamed on the Tsar. He had made himself Commander-in-Chief, so all defeats were his personal responsibility.</i></p> <p><i>Another reason why the Tsar was overthrown was because there was discontent amongst the peasants and workers. Over half the peasants in Russia had no land or homes of their own. Farming used outdated methods and there was often starvation. In the towns, life was difficult with work hard to find. Hours were long, wages poor and working conditions often dangerous. Workers also lived in very poor quality housing. Eventually, people stopped believing that the Tsar was the kind, loving, 'father of Russia'. If that was so, why was he doing nothing to help the peasants and workers. Indeed, why was he fighting a war which made things worse?</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example the discontent of the workers and peasants, or the Tsar's autocratic approach.</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>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</p>

QWC i-ii-iii		<p>coming to a judgement.)</p> <p>e.g. Level 3 plus</p> <p><i>I think the discontent of the workers was much more important than the war because it was more deep-seated. If the Russian people hadn't been so unhappy about their living and working conditions, they might have been able to forgive the poor showing in the war. So the war was really the final straw, but not the main reason.</i></p> <ul style="list-style-type: none"> • 13-14 marks for judgement of the relative importance of two consequences. • 15–16 marks for judgement of the relative importance of more than two causes or for an answer which shows the interrelationship between three causes in coming to a judgement. <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 discontent of the workers and peasants, or the Tsar's autocratic approach.</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
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		
3 (b)		<p>Was the introduction of War Communism the main reason why the Bolsheviks won the Civil War in Russia (1918-22)? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The introduction of War Communism • The role of Trotsky <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 consequences without specific detail. <p><i>e.g. Yes, it was War Communism. Lenin got things organised and this helped win the war.</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 consequences.</p> <ul style="list-style-type: none"> • 4–5 marks for developing one cause. • 5–6 marks for developing two cause. • 6–7 marks for developing three cause. <p><i>e.g. War Communism was an important reason for winning the war. It was the policy that Lenin used to bring the economy completely under government control. Peasants were no longer able to sell surplus food but had to give it to the State.</i></p> <p><i>The role of Trotsky was also important. Trotsky created the Red Army. He travelled from place to place in a special armoured train and made speeches.</i></p> <p><i>Another reason why the Bolsheviks won, was the weaknesses of the Whites. The Whites did not have a single</i></p>

<p>QWC i-ii-iii</p>		<p><i>aim, like the Reds. They also had trouble getting enough soldiers and they treated their troops badly.</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 the weaknesses of the Whites.</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 causes, 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>e.g. War Communism was an important reason for winning the war. It was the policy that Lenin used to bring the economy completely under government control. Peasants were no longer able to sell surplus food but had to give it to the State. Industry was taken over, as were banks. Strikes were banned and prices controlled. These measures helped win the war. What they did was ensure that the needs of the army came first. The army was given all the resources it needed, even if peasants starved. So the army was always well supplied.</i></p> <p><i>Another reason why the Bolsheviks won, was the weaknesses of the Whites. The Whites did not have a single aim, like the Reds. They also had trouble getting enough soldiers and they treated their troops badly. The Whites were also geographically spread and at the end of the First World War lost foreign allies and supplies. With all these disadvantages and weaknesses, the Whites could not compete with the well-supplied and well-led Red forces. So it is no surprise they were defeated.</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example the weaknesses of the Whites.</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>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>

<p style="text-align: center;">QWC i-ii-iii</p>		<p>e.g. Level 3 plus</p> <p><i>I think the weaknesses of the Whites is the most important reason. If the Whites had been strong, it probably wouldn't have made any difference what Lenin did, so War Communism would have helped, but not brought about victory. It was because the Whites were weak that War Communism was able to be so important.</i></p> <ul style="list-style-type: none"> • 13-14 marks for judgement of the relative importance of two consequences. • 15–16 marks for judgement of the relative importance of more than two causes or for an answer which shows the interrelationship between three causes in coming to a judgement. <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 weaknesses of the Whites</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		
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.

