

5HA02/2B Mark Scheme

Question Number		
1 (a)		<p>What can you learn from Source A about the problems facing Tsar Nicholas II in 1917?</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 'You can learn that by early 1917 all the ingredients for revolution existed in Russia.'</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 'You can learn that the Tsar was facing very severe problems.'</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 'You can learn that the Tsar was facing very severe problems. It mentions food shortages, inflation and strikes. It also says the ingredients for revolution existed.'</i></p>

Question Number		
1 (b)		Describe the key features of the government of Russia under Tsar Nicholas II before the revolution in February 1917. 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>eg 'One key feature was autocracy.'</i> <ul style="list-style-type: none"> • One simple statement = 1 mark. • Two simple statements = 2 marks. • Three simple statements = 3 marks.
2	4–6	Developed statement(s). A developed statement is a simple statement supported by factual detail. <i>eg 'One key feature was autocracy. Nicholas II believed that he alone should rule Russia and did not want to share power with a parliament...'</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 use of terror by Lenin and Stalin.</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 'It had really frightening effects.'</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 'One effect was that people were frightened to go against the government. Following an assassination attempt on Lenin in August 1918, a 'Red Terror' was launched. The secret police (the Cheka) arrested millions of people and perhaps three-quarters of a million murders were carried out by the Cheka. Stalin had something similar in the 1930s with his purges and 'the Great Terror'. We don't know for sure, but it is believed that millions died as a result of Stalin's NKVD.'</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 '...There were a number of effects of the use of terror. Firstly, political opponents were removed. Lenin got rid of the old ruling classes in Russia, including the royal family. Stalin got rid of all the old Bolsheviks as a series of senior political figures admitted that they were committing crimes against the state. But the impact was wider than that. Both Lenin and Stalin used terror to frighten a wide cross-section of people into submission. After an assassination attempt on Lenin in August 1918, a 'Red Terror' was launched. The secret police (the Cheka) arrested millions and carried out perhaps three-quarters of a million murders. Stalin had something similar in the 1930s with his purges and 'the Great Terror'. No-one knows how many people died at the hands of Stalin's NKVD, but it is believed to be millions. I suppose it would also be true to say that the overall impact was to ensure communism under Lenin and then under Stalin survived.'</i></p> <ul style="list-style-type: none"> • 6 marks for one explained statement. • 6 marks for two or more explained statements that deal with either Lenin or Stalin but not both. • 7–8 marks for two or more explained statements that deal with both Lenin and Stalin. • 8 marks for answers which show links between factors.

Question Number		
1 (d)		Explain why the Bolsheviks were able to seize power in October 1917. Target: knowledge recall and selection, causation within a historical context (AO1/AO2).
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	Simple or generalised statement(s) of causation. <i>eg 'The Bolsheviks seized power when they overthrew the Provisional Government'; or 'Because the Provisional Government wasn't any good.'</i> <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	Developed statement(s) of causation. The candidate supports statement(s) with relevant contextual knowledge. <i>eg 'The Provisional Government made many mistakes. It decided to continue the war. Russian armies were ordered to launch a new offensive in June and the soldiers responded by deserting in large numbers.'</i> <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	Developed explanation of causation. The candidate explains why the cause(s) brought about the stated outcome. <i>eg '...The Provisional Government made many mistakes. It decided to continue the war. Russian armies were ordered to launch a new offensive in June and the soldiers responded by deserting in large numbers. Disillusionment with what was going on in the war was one of the reasons why the Tsar was overthrown. It helped the Bolsheviks seize power because when they launched their revolution, people didn't want to support the Provisional Government.'</i> <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 the economic policies of Lenin's government changed in the years 1918–24.</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 'All Russians hated War Communism.'</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 'One change was to War Communism in 1918, in which all private industry, trading and farming was banned and the government controlled industry and agriculture.'</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 'The major change in economic policies under Lenin was from War Communism to the New Economic Policy. But it was a change in much more than name. War Communism had been a policy to bring the economy completely under government control to help win the civil war and destroy all opposition to communism. It ended the free market for food and meant government control of industry and banks. The National Economic Policy was a loosening of the shackles. The Bolsheviks had been frightened by the Kronstadt Mutiny and took a step back from War Communism. The state stopped taking grain from the peasants and factories with under 20 workers could be privately owned.'</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 the role of women 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>eg 'They had to work much harder.'</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	<p>Developed statement(s) of change.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>Eg 'Under Stalin, the reforms introduced by the Bolsheviks were not enforced. In 1928 there were just under 3 million women working, mostly in farming as domestic servants. By 1939 there were almost 13 million women working in a wide range of industries, though they were employed in lower-level jobs. The state also provided free childcare to help more women work without having to worry about how their children would be looked after.'</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed statement. • 4–5 marks for two or more developed statements.
3	6–8	<p>Developed explanation of change.</p> <p>An explanation of one or more changes, supported by selected knowledge.</p> <p><i>eg '...Things changed quite dramatically for women under Stalin. Before Stalin it was not common for women to be working in the Soviet Union (in 1928 there were just 3 million women working) but Stalin saw women as a vital resource in his plans to modernise Soviet industry. So more women worked as a result of the Five-Year Plans. Women worked in a wider variety of jobs, including building, and the numbers of them working increased significantly to over 13 million by 1940. With increased childcare being made available, women became much more part of the recognised workforce than they had been previously.'</i></p> <ul style="list-style-type: none"> • 6–7 marks for one explained change. • 7–8 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 use of propaganda the main reason Stalin was able to achieve complete control over the Soviet Union by 1939? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The use of propaganda • The purges <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 'During the purges, Stalin got rid of anyone who was against him. He used his secret police to arrest people and he kept a very tight control on the country.'</i></p> <p>QWC i-ii-iii</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>
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 'Stalin used the purges to get rid of his rivals. At first he purged leading Bolsheviks who might threaten his position as leader. This was followed by purges of the armed forces and even leaders of the secret police. Stalin also used the show trials. These started in 1936. Sixteen old Bolsheviks were tried for treason and for being involved in the assassination of Kirov. They all confessed and were all shot.'</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 the show trials.</p>

<p>QWC i-ii-iii</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 '...Purges were important as they established a climate of fear and enabled Stalin to remove any key rivals to his position as leader. He also feared commanders in the armed forces and, in a series of purges in 1937, he removed the commander-in-chief and seven other generals. Another important tactic used was the show trials. These started in 1936. Sixteen old Bolsheviks were tried for treason and for being involved in the assassination of Kirov. They all confessed and were all shot. Propaganda was also important.'</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example the show trials or control over education.</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><i>eg As Level 3 plus '...The most important reason was the purges. These established a climate of fear and terror and enabled Stalin to remove any key rivals to his position as leader. More especially, he feared commanders in the armed forces and, in a series of purges in 1937, he removed the commander-in-chief and seven other generals. By 1941 90% of Soviet generals had been purged. This is much more important than education because it was much more direct. You can teach the children to respect the regime, but that is not as important as making them fear they will be killed.'</i></p> <ul style="list-style-type: none"> • 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.

QWC i-ii-iii		<p>eg As Level 3 plus '<i>...But the purges would not have been successful without the Show Trials which provided publicity for the so-called crimes of the old Bolsheviks, his leading opponents, and the justification for their removal. The trials also added to the climate of fear.</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 show trials or education.</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 Stakhanovite movement the main reason for the rapid expansion of Soviet industry in the 1930s? Explain your answer.</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The Stakhanovite movement • The First Five-Year Plan <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 'Stalin knew that the Soviet Union was 50–100 years behind the other major powers in terms of its industrial development. So he decided to introduce plans to help it catch up quickly.'</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 Stakhanovite movement was about Alexei Stakhanov who claimed that he shifted 102 tonnes of coal during one shift. Other workers were encouraged to follow his example and became known as Stakhanovites. The first Five-Year Plan started in 1928 and lasted only four years. It concentrated on heavy industry. Targets were set for the production of important raw materials like steel, iron and electricity, and the workers really pushed to achieve those targets.'</i></p>

<p>QWC i-ii-iii</p>		<p>Maximum 6 marks for answers that do not detail a cause in addition to those prompted by the stimulus material, for example Gosplan.</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 '...The first Five-Year Plan was important. This set the foundations for other success because it brought about rapid increase in the output of heavy industries such as coal, iron and oil, and laid a foundation for further expansion. The Stakhanovites were important – Alexei Stakhanov claimed that he shifted 102 tonnes of coal during one shift. Other workers were encouraged to follow his example and became known as Stakhanovites.'</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example Gosplan or the role of women.</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><i>eg As Level 3 plus '...The most important reason was the first Five-Year Plan. This set the foundations for other success because it brought about rapid increase in the output of heavy industries such as coal, iron and oil. This presented the necessary foundation for further expansion and the success of the second and third Five-Year Plans. It was more important than the Stakhanovites because they were just one example, whereas the Five-Year Plans applied to everything.'</i></p> <ul style="list-style-type: none"> • 15–16 marks for judgement of the relative importance of more than two causes or for an

QWC i-ii-iii		<p>answer which shows the interrelationship between three causes in coming to a judgement.</p> <p><i>eg As Level 3 plus '...The first Five-Year Plan was more important than the Stakhanovites because they were just one example, whereas the Five-Year Plans applied to everything. It was also more important than the role of women. They played a part in increasing production, but it was the Five-Year Plans which directed them into effective work.'</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 Gosplan or the role of women.</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.