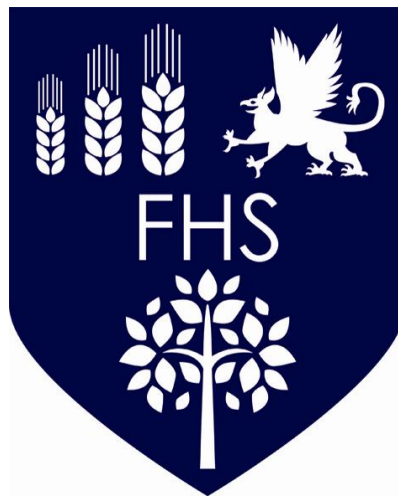


AS HISTORY

UNIT 1 OVERVIEW & REVISION PACK



Edexcel GCE History AS – Unit 1

Option D: A World Divided: Communism and Democracy in the 20th Century

D4 – Stalin's Russia, 1924-53

D5 – Pursuing Life and Liberty: Equality in the USA, 1945-68

ESSAY WORDS AND PHRASES

SENTENCE STARTERS AND CONNECTORS



Adding more to a point already made

moreover	furthermore	again	besides
further	what is more	in addition	correspondingly
above all	as well (as)	either	in the same way
neither...nor	not only...but also	similarly	indeed
in fact	really	in reality	it is found that...
as for	as to	with respect to	regarding

Contradicting

this opposes the view	another way of viewing this is	however,	on the other hand,
by comparison	by contrast	whilst	one alternative is
another possibility is	alternatively	rather	in fact
on the one hand...	on the other hand	though	in contrast to this,
this contradicts	this is contradicted by	although	conversely

Summing up or concluding

therefore	so	my conclusion is	in short
in brief	in conclusion	to conclude	in all
on the whole	to summarise	in summary	to sum up
thus we can see that	altogether	overall	thus
in brief	accordingly	as a result	it can be seen that
the result is	the consequence is	resulting from this	consequently
it is evident that	because of this	for this reason	owing to x
it follows that	this suggests that	hence	in other words
that implies	nonetheless	after all	

Showing an example or giving support

for example	for instance	an example of this is	namely
as follows	in this example	such as	this is supported by
this is corroborated by	this is shown by	this is illustrated by	e.g.

Writing in lists

- first(ly); second(ly); third(ly)
- another; yet another; in addition; finally
- to begin with; in the second place
- moreover; additionally; also
- next; then; and to conclude; lastly; finally

Making an overall judgement

- Despite arguments/evidence to the contrary, I would argue that
- On balance, it can be argued that
- As a result
- Further questions that could be addressed concern whether
- This raises the further areas of investigation such as

GENERIC LEVEL DESCRIPTORS

SIMPLIFIED MARK SCHEME – UNIT ONE



A01a and A01b (30 marks) - recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.

Level	Mark	Description (AO2a)
1	1 - 5 Low 1 - 2 Mid 3 - 4 High 5 - 6	Mostly simple statements. Supported by limited factual material which has some accuracy and relevance, although not directed at the focus of the question. The material will mostly be generalised. There will be few, if any, links between the simple statements.
2	7 - 12 Low 7 - 8 Mid 9 - 10 High 11 - 12	A series of simple statements supported by some mostly accurate and relevant factual material. The analytical focus will be mostly implicit and there are likely to be only limited links between the simple statements. Material is unlikely to be developed very far.
3	13 - 18 Low 13 - 14 Mid 15 - 16 High 17 - 18	Answer will attempt analysis and will show some understanding of the question. However, some material is either descriptive, and thus only implicitly relevant to the question's focus, or which strays from that focus. Factual material will be accurate but may lack depth/relevance in places.
4	19 - 24 Low 19 - 20 Mid 21 - 22 High 23 - 24	An analytical response which relates well to the focus of the question and which shows some understanding of the key issues contained in it. The analysis will be supported by accurate factual material which will be mostly relevant to the question asked. The selection of the material may lack balance in places.
5	25 - 30 Low 25 - 26 Mid 27 - 28 High 29 - 30	An analytical response which directly addresses the focus of the question and which demonstrates explicit understanding of the key issues contained in it. The analysis will be supported by accurate, relevant, and appropriately selected factual material which demonstrates some range and depth.

Paper: _____

Name: _____

Question : _____



(40 marks)

INTRO	
	Address the question – keep this short and to the point. Specify the main factors you will address in the essay. Try to stick to themes rather than narrative and chronology.

	POINT	EVIDENCE	EXPLAIN
FACTOR 1			
FACTOR 2			
FACTOR 3			
(FACTOR 4)			

CONCLUSION	
	Weigh up the evidence and the arguments as a whole. Refer back (briefly) to the main points you have made, and evaluate them. Which are more important, and why?

PAST QUESTIONS

ALL THE PREVIOUS EXAM QUESTIONS



You will have to answer two essay questions in 1 hour and 20 minutes (or 80 minutes). Each question is worth 30 marks, so you will therefore have 40 minutes to answer each question. You will have to answer one question on America (either question 7 or 8), and one question on America (question 9 or 10) – you cannot answer both questions on the same topic. You will need to find the sections you study (D4 and D5) as there are many other questions for students who have prepared other topics.

January 2009

EITHER

7. How far were economic problems responsible for Stalin's decision to replace the New Economic Policy in 1928 with the first Five-Year Plan?

OR

8. How far was the dramatic development of a war economy responsible for the USSR's victory in the Second World War?

EITHER

9. How important was the contribution of Martin Luther King to the civil rights movement in the years 1955–68?

OR

10. How far had the status of Hispanic and Native Americans improved by the late 1960s?

May 2009

EITHER

7. How far do you agree that the collectivisation of agriculture made an essential contribution to Stalin's transformation of the Russian economy?

OR

8. To what extent did Stalin establish a personal dictatorship in the years 1929–39?

EITHER

9. How far did the position of Black Americans improve in the years 1945–55?

OR

10. How far do you agree that the Black Power movement hindered Black civil rights in the 1960s?

January 2010

EITHER

7. How significant were the personalities of the contenders to succeed Lenin in accounting for Stalin's defeat of his opponents in the years 1924–29?

OR

8. How far did Stalin's social policies change the lives of children and women in the years to 1945?

EITHER

9. To what extent was the Federal Government responsible for improving the status of black people in the United States in the years 1945–64?

OR

10. How far was the effectiveness of the civil rights movement in the 1960s limited by internal divisions?

May 2010

EITHER

7. How successful were the Five-Year Plans in transforming Russian industry in the years to 1941?

OR

8. To what extent did Soviet culture perform a political role in the USSR in the years 1924-53?

EITHER

9. How accurate is it to say that the status of black people in the United States changed very little in the years 1945–55?

OR

10. How far was peaceful protest responsible for the successes of the civil rights movement in the years 1955–64?

January 2011

EITHER

7. How far were divisions over the continuation of the New Economic Policy responsible for the contest to succeed Lenin in the years 1924–28?

OR

8. How far do you agree that the most important result of the repression of 1934–38 was the strengthening of Stalin's political dominance?

EITHER

9. To what extent was the National Association for the Advancement of Colored People (NAACP) responsible for the successes of the civil rights campaign in the years 1945–57?

OR

10. How far were the forces opposed to civil rights responsible for the failures of the civil rights movement in the 1960s?

May 2011

EITHER

7. How accurate is it to say that the most important result of the collectivisation of agriculture was that it imposed Communist control on the countryside?

OR

8. Why, despite the disasters of 1941, was the USSR able to defeat Germany by 1945?

EITHER

9. How far do you agree that the impact of the Second World War was the main reason why the position of African Americans improved in the years 1945–55?

OR

10. How accurate is it to say that Martin Luther King's policy of peaceful protest was the most important reason for the successes of the civil rights movement in the years 1955–68?

January 2012

EITHER

7. How far did the aims and key features of the Five-Year Plans change in the years 1928–41?

OR

8. How accurate is it to say that the lend-lease programme was the most important reason for the USSR's victory in the Second World War?

EITHER

9. How successful was Martin Luther King's campaign for civil rights in the years 1955–68?

OR

10. To what extent did the status of ethnic minorities, apart from African Americans, change in the 1960s?

May 2012

EITHER

7. Why were Stalin's opponents unable to prevent him from becoming the leader of the USSR by 1929?

OR

8. To what extent did collectivisation improve Soviet agriculture in the years 1928–41?

EITHER

9. How far do you agree that the years 1945–55 saw only limited progress in improving the status of African Americans?

OR

10. How accurate is it to say that the growth of Black Power was the most important factor in the weakening of the civil rights movement in the 1960s?

January 2013

EITHER

7. To what extent was a totalitarian state established in the USSR in the 1930s?

OR

8. To what extent was the strength of the Soviet economy responsible for the USSR's victory in the Second World War?

EITHER

9. How accurate is it to say that peaceful protests were the most important reason for the improvement in the civil rights of African Americans in the years 1955–68?

OR

10. How far did the status of women and Native American Indians change during the 1960s?

June 2013

EITHER

7. Why was Stalin able to defeat his political rivals so easily in the years 1924–29?

OR

8. How successful were Stalin's industrial policies in developing the Russian economy in the years 1928–41?

EITHER

9. How far were the Federal Government and the Supreme Court responsible for changing the status of African Americans in the years 1945–68?

OR

10. To what extent did the aims and methods of Martin Luther King differ from those of Black Power activists?