



Pearson

Mark Scheme

Summer 2017

5HA02/2B

Pearson Edexcel GCSE
in History A (5HA02)
Paper 02

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2017

Publications Code 5HA02_2B_msc_20170817

All the material in this publication is copyright

© Pearson Education Ltd 2017

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, ie 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:
 - ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
 - select and use a form and style of writing appropriate to purpose and to complex subject matter*
 - 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 the Soviet Union under 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. We can learn that the Soviet people were taught that Stalin was all-powerful and all-knowing.</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. We can learn that the authorities felt the need to persuade the people that Stalin was a great leader.</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 that uses detail from the source to prove the inference.</p> <p><i>e.g. We can learn that the authorities felt the need to persuade the people that Stalin was a great leader. We know this because the source says 'there was a flood of propaganda in favour of Stalin. There was never a single word of criticism.'</i></p>

Question Number		
1 (b)		Describe the key features of the work of the secret police under Stalin. 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. The secret police arrested a lot of people.</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 the work of the secret police under Stalin was that it was not bound by the sort of rules that might apply to ordinary local police forces. The secret police could arrest people and get confessions using any methods they liked. This included torture...</i> <i>Another feature of the work of the secret police was...</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 Stakhanovite movement.</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 Stakhanovite movement made people work harder.</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 Stakhanovites were a group of special workers during the time of Stalin. They were named after a coal miner who broke the record for the amount of coal dug up in a single shift. He was given special rewards and others were encouraged to work like he did. This encouraged the workers and production increased...</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. The Stakhanovites were a group of special workers during the time of Stalin. They were named after a coal miner who broke the record for the amount of coal dug up in a single shift. He was given special rewards and others were encouraged to work like he did. This encouraged the workers and production increased. However, it is not necessarily true that the movement made much difference. The Stakhanovite workers were given the best tools and support, so of course they produced more. Other workers couldn't really reach the targets the Stakhanovites did because they didn't have the advantages. Also, the movement may have been counter-productive because it annoyed a lot of genuine workers who resented and sometimes attacked the Stakhanovites. So their effect was not all positive...</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 had become leader of the Soviet Union by 1928.</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 became leader because he was clever and got rid of Trotsky.</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. Stalin became leader because he was cunning and because Trotsky made mistakes. Trotsky thought he was in a strong position because he had led the Red Army in the revolution, so he didn't really work at creating support. Stalin was secretary of the party and used it to promote or dismiss people. He also made himself out to be a close friend of Lenin...</i></p> <ul style="list-style-type: none"> • 3–4 marks for one developed cause. • 4-5 marks for two or more developed causes.
3	6–8	<p>Developed explanation of causation.</p> <p>The candidate explains why the cause(s) brought about the stated outcome.</p> <p><i>e.g. Stalin became leader because he was cunning and because Trotsky made mistakes. Trotsky thought he was in a strong position because he had led the Red Army in the revolution, so he didn't really work at creating support. This was unwise because there was a power struggle going on and Trotsky needed to create allies against Stalin. Trotsky not attending Lenin's funeral was a serious error and lost him support. Stalin was secretary of the party and used it to promote or dismiss people. He sided with Kamanev and Zinoviev and used the influence he had as a result of his supposed closeness to Lenin to have Trotsky expelled from the Politburo in 1926. Then in 1927, he had Kamenev and Zinoviev removed as he switched alliance to work with Rykov. His cunning political manoeuvring eventually made him undisputed leader...</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 Russia changed in the period from the signing of the Treaty of Brest-Litovsk (March 1918) to the death of Lenin (January 1924).</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. It was a completely different country. Lenin made Russia a communist country.</i></p> <ul style="list-style-type: none"> • 1 mark for one simple statement. • 2 marks for two or more simple statements.
2	3–5	<p>Developed statement(s) of change.</p> <p>The candidate supports the statement with relevant contextual knowledge.</p> <p><i>e.g Brest-Litovsk made Russia a much poorer country. In the Treaty it lost 80% of its coalmines, 50% of its industry and 27% of its farmland. This included the major wheat producing area of the Ukraine. Trotsky thought that the terms were too harsh, but Lenin supported signing...</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 During this time Russia changed dramatically. It was established as a communist country. By the Treaty of Brest-Litovsk, the war with Germany was brought to an end. Although the Treaty was very harsh and cost Russia 80% of its coalmines and 27% of its farmlands, Lenin knew it had to be done to defeat the Bolsheviks' enemies. War Communism was introduced in May 1918. It was a new policy that concentrated Russian resources on winning the civil war with the Whites. By 1920 victory was assured and the Bolsheviks were secure in power. In some ways, however, Russia didn't change that much in this period. In March 1918 the Bolsheviks launched the Red Terror and the secret police arrested and executed opponents of the Bolsheviks. There were new leaders, but this was very much like the old Tsarist regime...</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 life for agricultural workers changed under Stalin 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. 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. Life changed because collectives were introduced. Stalin decided that all farms were to be united as large farms where it would be easier to use machinery and farming would be more efficient. There were two types of farm, sovkozy and kolkhozy. Many peasants were reluctant to join collectives, but they were forced to and by 1935 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. Life for the agricultural workers changed a great deal. The revolution had given peasants their own land to farm and some of them had prospered. Some of the better off agricultural workers, the Kulaks, had become major landowners and important leaders in their villages. Stalin wanted to end all that by bringing everyone into collectives. So he carried out a policy of dekulakisation and collectivisation. Between 1930-1 over 600,000 farms were dekulakised and thousands of kulaks executed or sent to labour camps. Ordinary peasants who objected to collectivisation joined them. So agricultural workers went from living in a society where many farmers owned and worked their land as they wanted, to one where they were controlled by the state and told how to farm...</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 influence of Rasputin the greatest problem faced by Russia in the years 1914-16?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The influence of Rasputin • Discontent amongst peasants and town workers <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>e.g. Yes it was. Rasputin was very unpopular.</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>e.g. Rasputin was a Siberian monk who had a reputation for having mystical powers. It was believed that he was a healer who could help the Tsar's son who had haemophilia. He had great influence with the Tsar's German wife and it was believed that Ministers were appointed or dismissed according to his advice.</i></p> <p><i>There was discontent amongst the peasants and town workers because of their poor conditions. Although Russia could usually produce enough food for its population, it was common for poor harvests to result in starvation. Many peasants moved to the city looking for work, but conditions</i></p>

<p>QWC i-ii-iii</p>		<p><i>in towns were difficult. Factory workers lived in slums and worked long hours. There were few regulations about working conditions and industrial injuries were common.</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 impact of the war.</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>e.g. Rasputin was a Siberian monk who had a reputation for having mystical powers. It was believed that he was a healer who could help the Tsar's son who had haemophilia. He had great influence with the Tsar's German wife and it was believed that Ministers were appointed or dismissed according to his advice. He could be considered a major problem for Russia because his influence not only meant the country wasn't run efficiently, but he so offended the ruling classes that many of them began to lose faith in the Tsar.</i></p> <p><i>There was discontent amongst the peasants and town workers because of their poor conditions. Although Russia could usually produce enough food for its population, it was common for poor harvests to result in starvation. Many peasants moved to the city looking for work, but conditions in towns were difficult. Factory workers lived in slums and worked long hours. There were few regulations about working conditions and industrial injuries were common. The discontent caused by this was an important problem because it led to opposition to the Tsar. Desperate workers were turning to the revolutionary groups, like the Bolsheviks, to improve their conditions.</i></p> <p><i>The impact of the war was also important to Russia in these years because...</i></p> <p>Maximum 10 marks for answers that do not explain a consequence beyond those prompted by the stimulus material, for example the impact of the war.</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</p>

		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> <p><i>e.g. As Level 3 plus... Rasputin set a very bad example and showed the corruption in the Tsar's court, but the discontent was much more important because it was deep-seated and would eventually lead to a Bolshevik take over.</i></p> <ul style="list-style-type: none"> • 15–16 marks for judgement of the relative importance of more than two consequences or for an answer which shows the interrelationship between three consequences in coming to a judgement. <p><i>e.g. As Level 3 plus... Rasputin set a very bad example and showed the corruption in the Tsar's court, but the discontent was much more important because it was deep-seated and would eventually lead to a Bolshevik take over. However, both the later abdication of the Tsar and overthrow of the Provisional Government stemmed from the impact of the war in these years.</i></p> <p>NB: No access to Level 4 for answers that do not explore a factor beyond those prompted by the stimulus material, for example the impact of the war.</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 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 role of Trotsky the main reason for the Bolshevik success in October 1917?</p> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • The role of Trotsky • The role of Lenin <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>e.g. It was definitely the work of Trotsky, which meant the Bolsheviks were strong in October 1917.</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>e.g. Trotsky was Chairman of the Petrograd Soviet from the beginning of October 1917. He also ran the Military Revolutionary Council. When the time came for the rebellion against the Provisional Government, Trotsky organised the Red Guard and made plans to take over telephone and telegram offices and railway stations.</i></p> <p><i>Lenin had been in exile in Finland since the July Days. In</i></p>

<p>QWC i-ii-iii</p>		<p><i>October Lenin returned in secret to Russia and went into hiding in Petrograd. However, it was well known that Lenin had returned and was preparing for a revolution.</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 faults of the Provisional Government</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>e.g. '...Trotsky was Chairman of the Petrograd Soviet from the beginning of October 1917. He also ran the Military Revolutionary Council. When the time came for the rebellion against the Provisional Government, Trotsky organised the Red Guard and made plans to take over telephone and telegram offices and railway stations. His contribution to the revolution in October was vital. Firstly, he got the army in Petrograd to promise their loyalty, then by organising the Red Guard and volunteers and by taking over the key communication points, he made it impossible for the Provisional Government to send for support.</i></p> <p><i>Lenin had been in exile in Finland since the July Days. In October Lenin returned in secret to Russia and went into hiding in Petrograd. However, it was well known that Lenin had returned and was preparing for a revolution. Lenin's return was a very important reason for the Bolshevik success. Although he was a much more important figure in later years, Lenin became an important figurehead for the Bolsheviks in October. His formation of the Council of People's Commissars also meant it was the Bolsheviks who controlled events after the overthrow of the Provisional Government.</i></p> <p><i>The faults of the Provisional Government are also important because....</i></p> <p>Maximum 10 marks for answers that do not explain a cause beyond those prompted by the stimulus material, for example the faults of the Provisional Government.</p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of</p>

		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 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>e.g. As Level 3 plus... Although Lenin was important as a figurehead who helped rally support, it was Trotsky who ensured the success of the revolution by taking control of key points in Petrograd.</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. <p><i>e.g. As Level 3 plus... but neither the role of Trotsky, nor the role of Lenin would have brought about success if the Provisional Government hadn't made so many mistakes....</i></p> <p>NB: No access to Level 4 for answers that do not explore a factor beyond those prompted by the stimulus material, for example the faults of the Provisional Government.</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 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.

