

Examiners' Report
June 2019

GCSE History 1HI0 30

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from 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.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

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.

June 2019

Publications Code 1HI0_30_1906_ER

All the material in this publication is copyright
© Pearson Education Ltd 2019

Introduction

It was noted in this report last year that candidates were well prepared for this option and the examiners were pleased to see that this was again the case this year with candidates appearing to be comfortable in dealing with a range of political, economic and social aspects at play in Russia and the Soviet Union 1917-41. Candidates were well prepared for the question styles and there was clear understanding of the demands of all questions ranging from an improved approach to inference questions as well as an increasing number of candidates able to access the higher levels on the interpretations questions.

The Modern World Depth Studies are designed to encourage students to understand the complexity of a society within a short coherent period and the question styles reflect this. Section B provides a single enquiry based on two interpretations and two contemporary sources with the focus in this paper being the achievements of the Five-Year Plans. The questions in this section form a coherent package leading to a final question in which candidates, having explored the utility of the provided sources, analyse the different views presented in the interpretations and the reasons for those differences, and are then invited to judge the extent to which they agree with one of the interpretations. Because of the specific focus in Section B, the questions in Section A are designed to explore other areas of the specification which are not covered in B.

In question 1 candidates are asked to provide two supported inferences from Source A. No marks were available for candidates who either provided simple paraphrases of the source or ignored the specific focus of the question.

In question 2, the focus will always be on causation but the question does not require a judgement to be made or for the answer to prioritise or show interaction of factors and no marks were available to reward this evaluation, however strongly argued. Instead, the most successful candidates showed a consistent analytical focus throughout their answers and many were able to access Level 4 by doing so, when this was supported by relevant knowledge. In question 2 the stimulus points in the question will often be useful reminders to candidates of specific areas of content which they can write about. Candidates do not need to use these stimulus points but there is an expectation that there will be some depth of knowledge, shown by three discrete aspects of the question being covered. This does not mean candidates need to identify three different causes or events. It was pleasing to see that candidates had understood this expectation and most answers were clearly structured in paragraphs, making it easy for the examiner to identify the different aspects being covered.

All of the sub-questions in Section B relate to either the two interpretations, Sources B and C, or both the sources and interpretations. Question 3 (a) targets the ability to analyse and evaluate source utility and, in doing so, introduces the enquiry which will be dealt with in further detail in questions 3(b), 3(c) and 3(d).

In 3 (a) candidates are expected to evaluate the usefulness of the content, taking account of the provenance of the sources and applying contextual knowledge in making judgements about the utility of the sources as evidence for the specific enquiry in the question. These strands are linked and should be dealt with together, rather than in isolation. There is no need to compare the two sources and, indeed, only a handful of students did attempt to do this.

Questions 3(b) and 3(c) examine the views expressed in the two provided interpretations. It should be recognised that the interpretations offer alternative views but do not necessarily conflict with each other. Candidates are expected to identify the main difference between the views in 3(b) and use the interpretations to support those claims. This question was generally well done and most candidates who were able to show how the interpretations differed, could also support their

answers with direct references to, or examples taken from the interpretations. The focus in 3(c) is on why the interpretations might differ and this question was more challenging and the specific areas of weakness explained below should be read carefully. It is not possible to provide effectively substantiated reasons why the interpretations are different based on such things as where and when the interpretations were published although a number of candidates did attempt to do so without success (see specific information about 3c below).

Question 3 (d) carries the highest number of marks on the paper. Successful candidates will have already seen how the views in the interpretations are different, why this might be the case and, in completing 3(a) have understood that there is likely to be evidence in support of both interpretations. They are now asked how far they agree with one of the interpretations. The strongest answers to 3(d), therefore, focused clearly on the interpretations themselves, reviewing the alternative views and coming to a substantiated judgement. Candidates who focused exclusively on the view provided in Interpretation 2 and used this as a basis for an essay based on their own knowledge were less successful than those who considered the alternative views from both interpretations. There is no expectation that both interpretations are dealt with in equal depth but both should be examined explicitly. The use of contextual knowledge is an important element in this evaluation but it must be precisely selected to support the evaluation and not just used to display knowledge of aspects of the topic which the candidate has revised but are not relevant to the enquiry. In addition, some of the strongest answers were able to indicate how the differences of view in the two interpretations were conveyed in reaching their overall judgements.

Examiners reported some impressive answers to 3(d) and many candidates were able to engage confidently with the interpretations, taking a range of approaches. However, this question was accessible to all candidates and even those who did not score highly understood the need to offer evaluative responses leading to an overall conclusion. Only a few candidates were unable to identify the view being offered by the interpretations, so the majority were able to construct a response in relation to these views. Candidates rarely seemed rushed and full answers were generally provided showing that timing wasn't generally an issue on this paper.

Sufficient space is provided in the exam papers for all questions to be answered in full and although some candidates did write on extra sheets they were not always as successful as those who produced more concise answers. It is of vital importance that candidates do not continue answers from one question in the space reserved for another and, if they wish to write more than the booklet allows, they should clearly identify this on the paper and ask for additional sheets. It is intended that the space provided is sufficient for the majority of the candidates to be able to construct a fully rewardable response.

Spelling, punctuation and grammar were assessed on 3(d) and the most impressive aspect of this strand was the use of specialist terms which perhaps reflects the detailed understanding many candidates had of this depth study.

Question 1

In question 1 candidates were invited to make inferences about the attitude of the Bolshevik government towards education. There were two marks available for each valid inference – one for the inference itself and one for the supporting information. Most candidates seemed to understand how to make an inference, and most used the content of the source to provide support for the inference. Such candidates tended to make inferences about the importance the Bolsheviks placed on education for success which could be referenced by the 'failure and bad luck mentioned on the poster , or inferences about the disadvantage people would be at if they were illiterate, referenced by the image of the blindfolded man. A small minority of candidates made an inference which was not to do with the attitude of the Bolshevik government towards education, but was more to do with the Bolsheviks generally. A minority of candidates made an inference which was supported by the provenance of the source i.e. that the poster itself is the support, rather than using detail from the source (poster) to support the inference.

Most candidates made good use of the space in the table provided for the answers however, some candidates used additional space or took extra paper. This was generally used to explain why their supporting information helped to support the inference, which is not required and did not gain any extra marks but possibly wasted time.

1 Give **two** things you can infer from Source A about the attitude of the Bolshevik government towards education.

Complete the table below to explain your answer.

(i) What I can infer:

They believe that education is the
way forward to success without
it you will be unsuccessful.

Details in the source that tell me this:

"Failure and bad luck wait for him" show
it's looked down upon

(ii) What I can infer:

no education is dangerous

Details in the source that tell me this:

a picture of a man blindfolded
walking off a cliff.



This candidate has made two inferences about the attitude of the Bolshevik government towards education supported by direct reference to the source, so gains full marks.



Think about the space provided – inferences do not need to be explained in great detail and a single sentence is enough.

(i) What I can infer:

The Bolsheviks believed people ~~then Bolsheviks~~ ~~people~~ who could not read or write would not be able to succeed.

Details in the source that tell me this:

The man on the poster is about to fall off a cliff, showing failure. The poster also says the "failure and bad luck" will meet the illiterate.

(ii) What I can infer:

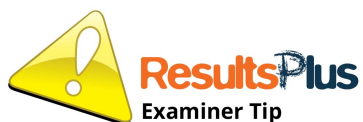
The Bolsheviks wanted to increase the literacy rate in Russia.

Details in the source that tell me this:

It is propaganda, meaning it shows a message that the Bolsheviks wanted to spread. Also, they've made the poster in a way that the viewer makes fun of the man.



The candidate has provided one valid inferences with direct support from the source. However, although the second inference is valid the support is taken from the provenance of the source and is therefore not valid.



Candidates should use the content of the source, rather than its provenance to support an inference.

Question 2

Candidates performed well on this question and the reasons for the revolution in February 1917 appeared to have been very well taught. The majority of candidates were able to go beyond the stimulus points, with reference to three aspects of content, and relate these to the question. It was noteworthy that even candidates with more limited knowledge of the content were often able to provide a clear structure in their answers, if not a clear analytical focus. The stimulus points are provided to help candidates to link the question they have been asked with the material they have studied and to provide a prompt to the analysis of the process of change.

The majority of candidates were confident in discussing the First World War as a reason for the revolution. There was a clear understanding of what happened during the war and how this put pressure on the government and the people, which eventually led to mutiny. Many candidates referred to the living standards of the peasants and workers, although a number of candidates were unable to link this knowledge to the actual outbreak of revolution in February 1917. Many candidates were also able to discuss the political problems Russia faced with the absence of the Tsar, with much knowledge displayed about the actions of Rasputin and the Tsarina, although some candidates were unable to explain how this led to an alienation of the government from the people. There was a significant number of candidates who clearly focused on the question throughout and provided aspects of content beyond those in the stimulus, such as the mutinies and protests of 1917, to aid their causal explanation.

Less successful candidates were able to describe the various problems facing Russia, but were unable to explain how these problems connected to the outbreak of revolution.

Candidates did not need to provide a conclusion to show a sustained line of reasoning and those who were most successful showed a sustained focus on the question in every paragraph. Candidates who only really attempted any analysis in a conclusion struggled to meet the AO2 requirements at the higher levels. Candidates are not expected to prioritise or link factors in this question and it is not rewarded in the mark scheme at any level. In cases where candidates did prioritise factors, examiners were able to reward some aspects of the candidate's argument as showing a clear line of reasoning but it was not a strategy that automatically gained levels 3 and 4.

At Level 2, candidates often described the features of the events of the war or the actions of Rasputin which left links to the question too implicit to meet the AO2 focus on analysis. At Level 3 candidates were mainly focused on the conceptual focus of the question but sometimes lacked the wide-ranging knowledge required at Level 4. Many answers at levels 2 and 3 tended to discuss issues which were causes of general discontent rather than specific causes of revolution in February 1917. At Level 4 there were many sustained analytical responses supported by well-chosen examples which displayed clear understanding of the precise question and these were often rewarded with full marks.

Overall, candidates were very comfortable with this style of question and produced a range of impressive answers.

2 Explain why there was a revolution in Russia in February 1917.

(12)

You may use the following in your answer:

- living standards
- the First World War

You **must** also use information of your own.

There were many reasons for the February revolution of 1917 and in my opinion the main reason was the bad leadership of the Tsar. He was known to be an ignorant autocrat with very little leadership skills which caused discontent with the citizens who wanted a strong leader to make life better and eventually lead to the February revolution of 1917. Also, the Tsar persuaded people that God had chosen him to be the ruler and he had divine rights so no one could speak up against him. This also led him to not share power with anyone and be a complete autocrat. He created a separate government called the Duma but they had very little power and the Tsar was still the main source of power in Russia. This caused discontent with citizens who wanted a say in how the country was ruled and wanted there to be more influence than just the Tsar's which I think was the main reason for the February revolution of 1917.

A further reason for the revolution was living standards. Due to the progression of the first world war many men were fighting in the army which led to a lot of unemployment and shutting down of factories. This caused inflation and low wages which angered the starving citizens and they expected the Tsar to fix it so when he didn't they formed a revolution. Also many of the farmers were off to war so food production significantly fell ~~and the~~ which led to a famine.

This once again caused discontent in Russia and they wanted a reform so when they didn't receive it the February revolution of 1917 broke out. Furthermore, living costs increased by 300% and the wages weren't keeping up so many people had to lead very poor standards of living which the Tsar wasn't able to fix so the revolution occurred. However, I still think the main reason for the revolution was the Tsar's bad leadership because if he was a good leader he'd be able to control Russia and reform their living conditions to ~~prevent~~ prevent a revolution, showing that his bad leadership is the main reason for the February revolution of 1917.

A final reason for the revolution was the first world

war. The war had been increasingly developing and the citizens were tired of it and wanted peace. A turning point was when Germany ~~def~~ defeated a significant amount of Russian soldiers in Tannenberg. This highly decreased the soldiers and citizens' morale and they didn't trust the Tsar anymore so the revolution happened. Also, the Tsar decided to go directly to the war front. This meant that he was blamed for the war directly which angered a lot of people and caused the revolution. Also, he left the Tsarina in charge who only took advice from Rasputin so she was also hated by Russians. She was also believed to be a German spy which led to her being a symbol of disgust. Due to people blaming the Tsar and the Tsarina for the first world war hatred for them rose and the revolution happened. However, if the Tsar was an effective leader he would've known not to go to the war front and ~~leave~~ leave the Tsarina in charge showing that his bad leadership is the main reason for the February revolution of 1917.



The candidate has covered three areas of content (the poor leadership of the Tsar, living standards and the impact of the First World War) and has, therefore, satisfied the requirements for higher marks in Assessment Objective 1 to go beyond the stimulus points and to show wide-ranging knowledge. The quality of analysis also meets the demands of the mark scheme for Assessment Objective 2. Although this candidate has not provided a conclusion, Level 4 has been reached by the focus on the question which is evident in every paragraph.



Keep the analysis linked to the question all the way through the answer and make sure that detail is being used to support the analysis, rather than being provided simply as information.

You may use the following in your answer:

- living standards
- the First World War

- bad leadership

You **must** also use information of your own.

↳ 200% wage
↳ 100% food.
↳ Tsar Nicholas II

There were many reasons for a revolution in February 1917, the main one being the bad leadership of Tsar Nicholas II. Tsar Nicholas II was not properly trained to become a leader of a country, and originally did not want the position of Tsar to begin with. He appointed himself Commander in Chief, and participated in the First World War on the frontline rather than maintaining the upkeep of Russia. The Tsarina and Rasputin were left to run the country in his place; however, Rasputin and the Tsarina, made a series of bad decisions in their choices as to who to put in charge of certain situations in Russia. An example of this is the leadership of the Duma, weak and fickle leaders were put in place. This caused anger within the peasant majority of Russia, leading them to get hungry enough to revolt.

A further reason was the living standards in Russia. By 1917, wages had risen by 200%, however food prices had increased by 400%, this caused a doubling in the cost of living. The 80% peasant majority of Russia suffered the most harshly from this inflation. This caused many peasants to have to ration food or steal from shops to make sure that they could survive. The increased food prices caused anger within the peasant majority as they suffered most harshly from it, whereas the autocratic minority were little affected, this led to peasants revolting in February 1917.

A lesser reason was World War One. The first world war, was a grueling time for Russia between 1914 - 1917, Russia suffered huge losses of land and soldiers. The soldiers had grown tired of fighting in the war and wanted to return to Russia, however Tsar Nicholas II wanted to prolong the war. This led to thousands of soldiers mutinying ~~and~~ and protesting against ~~it~~ continuing to

fight in world war one. This led to many of the army revolting in February 1917.



The answer provides an explanation covering 3 aspects of content which is mainly directed at the conceptual focus of the question. However, the features and characteristics included lack the precision needed for Level 4 and there is little actual focus on February 1917. Therefore, Level 3 was achieved.



Organising the answer into paragraphs makes it clear to the examiner that three aspects of content have been covered. A sentence at the end of each section showing how it helps to answer the question can help to raise the AO2 level in an answer.

Question 3 (a)

This was probably the question where candidates' performance was most unbalanced and few managed to display the analysis required to reach L3. Although many answers consisted of thoughtful comments about the content of the sources, there are three strands to the mark scheme that all need to be addressed. Candidates need to approach the utility question bearing in mind that judgements about utility should be based on the usefulness of the sources for the specified enquiry, in this case the achievements of the Five-Year plans. The best responses were those that were able to address 'how useful' by establishing the strengths sources have as evidence before determining how far the limitations affect their usefulness. It is important for candidates to remember that judging utility may involve some comments about reliability but answers which focus solely on this criterion do not fully consider the value of the sources as evidence

Reliability can only ever be a small element of utility because an unreliable source can still be very useful. It is also important that in judging utility provenance is related to the content of the source. For example, many candidates pointed out that source B had been written by a British man, Fred Copeman, and being an outsider could make him more objective. They also pointed out that Fred Copeman was a member of the Communist party and so might be biased in favour of the achievements of the Five-Year plans. Many candidates then used bits of the source which showed Copeman criticising the working practices in a Soviet factory without trying to explain why he would do this if, as already stated, he supported communism. Only a small number of candidates effectively utilised the provenance to establish that the content of the source could be useful, precisely because it was a critical comment from a sympathetic outsider.

It was disappointing to see the number of generic responses commenting on the provenance of the sources. This part of the response is only likely to gain marks at Level 1 for this element of the mark scheme. Many candidates who offered otherwise quite interesting analysis of the content and applied excellent subject knowledge to the interpretation of the sources still had a tendency to fall back on simplistic judgements about provenance. There were some generalised comments made about Source C, stating that it was not useful as it could have been faked, or it wasn't useful as it was only a snapshot. Such comments were often made in isolation from the analysis of the content and added nothing to the answer. Many candidates dismissed Source C as not being trustworthy because it was Soviet propaganda without considering whether the image of success matched up with their knowledge of the Five-Year plans or whether propaganda could provide valuable insight into government aims'.

Many answers made good use of contextual knowledge but some well-prepared candidates spent too much time talking about the achievements of the Five-Year Plans without using that material to support reasoning about the sources' utility, becoming stuck in Level 2 at best for many of their points. In addition, it is not possible to gain credit for simply asserting that the candidate knows an aspect of the source to be true without using specific knowledge to demonstrate this. It is also worth noting that simple comprehension – it states, it shows – based on the assumption that such information is useful, remains low level. Developed statements about the usefulness of the content can reach Level 2 but answers consisting solely of such comments are unlikely to progress beyond mid-Level 2, irrespective of the length of the answer, because the other strands of the Assessment Objective have not been addressed.

In attempting to analyse utility some candidates have obviously been encouraged to describe what is missing from the source and this led to some answers which could only be marked at Level 1 for this aspect of the mark scheme. Candidates should recognise that the sources were not produced in order to be used by historians and they cannot cover every detail that might be useful in an investigation.

The primary focus for all candidates should be to judge the utility of what is there rather than what isn't there. A pleasing majority of candidates did test the content of the source against their own knowledge to assess how useful it could be. For example they applied their knowledge about the Stakhanovite movement to support the evidence given in Source B about the factory.

Answers reach Level 3 by assessing the usefulness of the content in the light of the provenance and the candidate's own knowledge; the criteria used to make the judgement could be its accuracy, reliability), the relevance of the source, the way it could be used by the historian, how representative the source is etc. An evaluation of a source's utility should be explicit about the criteria being used, for example an answer should be able to explain that while the language may be emotive, the facts included can be supported from the candidate's own knowledge so the source is very useful despite any loaded language. Please note that accuracy and reliability are different criteria.

Although a judgement should be reached on the overall usefulness of each source, there is no requirement to compare the sources or to use them in combination and no marks are available for this. Very few candidates tried to do this. Candidates who use this approach should ensure that they come to a judgement about the utility of each source within the response. The focus of the question is usefulness of the individual sources.

3 (a) Study Sources B and C.

How useful are Sources B and C for an enquiry into the achievements of the Five-Year Plans?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

Source B is quite useful for an enquiry into the achievements of the five-year plans. It provides information on a car plant in the Soviet Union. I believe that it is accurate. Firstly it tells us that there were multiple 'dumped' cars that had been left out because they didn't work. We know that the five-year plans had high targets. There wasn't time to fix broken cars, instead, they made new ones. Also, it tells us how most of the workers hadn't 'reached' their 'targets'. This is accurate due to the high targets of the five-year plans that often weren't reached. It also tells of a 'Stakhanovite' ~~worker~~ worker who was the only worker ^{who had finished} ~~to~~ finish his target. We know that Stakhanovites were named after Alexey Stakhanov, a miner who mined 14 times his quota. It would be accurate for the Stakhanovite to have finished. Also, the provenance of the source makes it accurate. Although a secondary source (it was written in 1948) the writer was an eyewitness. Also, he was a member of the British Communist Party, this would suggest the report is biased, yet it is in fact giving a negative viewpoint. Therefore it could be accurate. Overall, Source B is an accurate useful source. Showing us how the achievements were not always perfect (dumped cars).

Source C is a photograph showing the new, industrial city of Magnitogorsk. I believe it is quite useful for showing the achievements of the five-year plans. It shows a vast expanse of industrial factories. We know that Magnitogorsk was built for the purpose of being a ^{major} industrial site, which is shown here. However, the photograph is official; from the Soviet government. This could show that it is propaganda. In the 1930s, all documents were censored to make the Soviet Union look positive. For example, the trucks in the bottom-left do seem almost too perfect. However, overall the source does show us a major achievement of the five-year plans.



This makes developed points about how the provenance might have an impact on the utility of the content of the source. For example, the candidate recognises that although Copeman is a communist he is actually critical of the factory he visits. The candidate achieved full marks.



Comments about the usefulness of a source should take into account how the provenance affects the usefulness of the source content.

~~Source~~ In my opinion ~~in~~ both source

A and B are partially useful. For

example source A is more useful

because it ~~is~~ is from a British

Communist Party member and therefore

gives an outsiders perspective.

The source A is useful ^{for} ~~into~~ an enquiry

into the achievements of the five year

plans because it tells us "most flags,...

were not ~~not~~ raised" - the flag was

raised when work was completed and

this tells us most people did not

complete their work. From this I can

infer that ~~the~~ the five year plans

might not have been ~~very~~ extremely

effective if no workers had finished

their job. This makes source A

useful.

~~Source B~~ Source B is ~~also~~ ~~partly~~ limited in its usefulness because it is a picture of Magnitogorsk from a Soviet government official. Therefore the photo is shown to ~~be~~ paint Magnitogorsk in a positive light because Soviet officials would want Stalin's 5-year plans to seem effective.

~~So~~ As a historian ~~of~~ source B is useful to highlight one of the main achievements of Stalin's plans, which was industrialisation - which the photo of Magnitogorsk clearly shows.



At Level 2 candidates will make developed comments related to the content of the sources and/or their provenance. In this case the candidate makes valid comments about how the provenance of the source affects the usefulness of the content. However, for both sources the candidate does not apply any contextual knowledge to test the content, therefore limiting the mark to Level 2.



Candidates using precise knowledge to support points about the specific aspects of the source will always perform better than those who just use this question to write about the topic.

Question 3 (b)

In this question candidates are expected to identify the main difference between the views presented in Interpretations 1 and 2. In this case the interpretations provided different views about the achievements of the Five-Year plans. In order to access Level 2 marks candidates are expected to provide some support from the given interpretations which many did in the form of well-chosen, short quotations. It should be noted that the interpretations do not necessarily offer contrasting views, merely different views.

It is important for candidates to remember that the focus of this question is to identify the differences between the views rather than identifying differences of surface detail as the latter can only be awarded marks in Level 1. Responses which asserted differences without support, for example stating that Interpretation 1 emphasises the negative aspects of the Five-Year plans, whereas Interpretation 2 emphasises the significant industrial gains of the plans, stayed in Level 1.

Level 2 was achieved when the candidates indicated a clear difference of view and supported it with detail from the extracts. Most candidates were able to score full marks.

Candidates' success in question 3d may be influenced by how well they identify the views given in the interpretations. Therefore, those who did identify the differences of view about the achievements of the Five-Year Plans here were able to build on this more successfully when it came to answering 3d than those who failed to identify the differences in this question. A small number of candidates tried to use extra space in the booklet to write very full answers but in many cases these were simply lengthy paraphrases of the interpretations which did not identify the main difference between them and failed to gain additional marks.

(b) **Study Interpretations 1 and 2. They give different views about the achievements of the Five-Year Plans.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

(4)

The main difference between these views is that ~~that~~ Interpretation 1 views the Five-Year Plans as mostly having negative consequences, whereas Interpretation 2 focuses on the achievements of the Five-Year Plans. Interpretation 1 acknowledges that there were achievements but they came at the "cost of great human suffering", describing the living and working conditions as "grim and dangerous". Interpretation 2 focuses on how the Five-Year Plans made the Soviet Union the "second largest industrial power in the world".



ResultsPlus
Examiner Comments

This answer clearly states the main difference of view between the interpretations and supports this with extracts from the interpretations and as a result gets full marks.



ResultsPlus
Examiner Tip

It is not necessary to write a lengthy answer to achieve full marks.

One is more biased than the other and the one published by N Kelly in 1996 was a lot more supportive than the one written by C Cerin and T Fiehn published in 2015 was mainly aimed at the negatives for example "Newly built city Magnitogorsk was a major achievement, however huge amounts of pig iron and steel was produced but unusable." This just shows how un-developed they were before Stalin decided to place the 5 year plans.



This candidate identifies that one interpretation is supportive of the plans and one more negative, but is only able to provide evidence to support the negative view and therefore stays at the bottom of level 2.



Candidates do not need to consider the provenance of the interpretations.

Question 3 (c)

There was a much stronger understanding of the demands of this question this year and many candidates were able to provide convincing explanations why the interpretations may differ. The majority of candidates gaining marks at Level 2 explained that the historians might have relied on different types of sources in forming their opinions and, used Sources B and C to support this explanation. Other candidates were able to access Level 2 by clearly explaining how, for example, the authors had chosen to assess / approach the achievements of the Five-Year plans from different perspectives. In order to gain marks at Level 2 it is also essential that the explanation is substantiated effectively and this might be based on information taken from either the sources or the interpretations themselves depending on the approach taken.

In trying to give an explanation for a reason for difference between interpretations some candidates are still attempting to use the provenance of the interpretations to provide this explanation and this is unlikely to provide a valid basis for a response to this question. The full reasons for this are explained in the *Getting Started Guide* on pp 43-44. There is also some additional guidance in the 2019 Examiners' Report on p.25. As stated in *Getting Started*: 'Students should distinguish between their comments on contemporary sources and on these texts. Responses based on matters such as the origin or time of production of these secondary works are unlikely to be valid for this question.' However, it is very pleasing to note that many fewer candidates than last year tried to provide explanations for difference on the basis of such factors as the titles of the books, their origin or date of production. There were still a small number of candidates who gained no marks on this question as they merely repeated what had been said in question 3b.

(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the achievements of the Five-Year Plans.

You may use Sources B and C to help explain your answer.

(4)

One reason why Interpretations I and 2 give different views about the achievements of the Five-Year Plans is because they focus on different aspects of the Five-Year Plans. I1 focuses on the social aspect of the Five-Year Plans, explaining how it "came at the cost of great human suffering"; whereas I2 focuses on the purely economic side of the Five-Year Plans, saying how "huge new steel plants... were built". Therefore I1 has a negative view because it focuses on the negative social impact, whilst I2 has a positive view as it focuses on the positive economic impact.

★ of the Five-Year Plans



This candidate has gained full marks by explaining how the writers have focused on different aspects of the Five-Year plans and the answer is substantiated by references to the interpretations.

Source B supports the view in Interpretation 1 that there wasn't enough was 'inefficiency' because it states that Copeman 'passed endless piles of scrap metal'. The same thing is said in Interpretation 1 that there were 'huge amounts of the pig-iron and steel' which both suggest that the work conditions were dangerous and the workers didn't produce valuable work. Source C supports Interpretation 2 that Magnitogorsk had 'huge new steel plants' as shown.



ResultsPlus
Examiners Comments

This candidate has used the sources to support the differences in view but is not explicit about how the sources may have been used to inform the interpretations. This answer remains in Level 1 as the reason for the difference is implicit.

Question 3 (d)

Examiners were very pleased to read many responses to this question which consisted of clear attempts to evaluate the different views about the achievements of the Five-Year plans presented in the two interpretations and that these answers were well focused on the AO4 target for this question, namely the analysis and evaluation of interpretations. These views are not intended to illustrate a controversy. This is the only time candidates will be tested on AO4: Analysis and evaluation of interpretations. The overall quality of a response to this question is determined by reference to the three strands presented in the mark scheme:

- the quality of the judgement based on reasoning
- the analysis of the provided material
- the deployment of knowledge of the historical context to support the application of criteria.

The second strand of A04 requires an analysis of the Interpretations. In order to be successful candidates needed to correctly identify a valid point of view presented in Interpretation 2, in this case that the Five-Year plans were a great success. Pleasingly most candidates were able to do this, identifying the gist of the interpretation clearly. Less successful candidates showed an awareness of the gist but did not analyse the interpretation effectively. Successful candidates were able not only to identify the gist but also to pick apart the details of the interpretation and show how these details were valid using their own knowledge, for example candidates might support the point given in Interpretation 2 about the 'dramatic effect on the Soviet Union' by discussing the rise in industrial production.

Although some candidates produced responses which were solely based on the consideration of one interpretation, which limited the candidate's performance particularly on the second strand (analysis of the provided material), most candidates were able to establish some form of discussion based on the different views which they had established in 3(b).

Many candidates produced responses which considered the view presented in Interpretation 2 and then contrasted it with the view given in Interpretation 1 and this structure produced some good responses. Some candidates looked to compare the different views directly and used both interpretations throughout the response and this was often used to very good effect. At Level 4 candidates are expected to demonstrate precise analysis of the interpretations indicating how the differences of view are conveyed. Candidates who successfully met this element of the mark scheme could do so in a range of different ways but those candidates who examined the different points of emphasis in the two interpretations were often able to make a very convincing case; others were able to examine how the selection of information in the two interpretations influenced the views presented. There is additional guidance provided in *Getting Started* pp43, 45 and 47-9.

The selection of contextual knowledge to support the evaluation was often a strong aspect of candidates' responses with most candidates showing a good awareness of how to deploy their knowledge as well as being in possession of an appropriate level of detail. It was pleasing to note that there were very few responses which focused primarily on providing contextual knowledge for its own sake and that candidates showed an awareness of how to use their knowledge to help them decide on the validity of views selected from the interpretations. A small number of candidates were unable to apply their own knowledge effectively. Merely asserting agreement with points in the interpretation by saying 'from my own knowledge I know this to be true' is not sufficient evidence of contextual knowledge.

It is expected that candidates will reach a judgement when answering this question and the strongest candidates developed their evaluation throughout the answer, creating a consistently argued evaluation. Less successful answers offered points to support the views expressed in Interpretation 2, then used Interpretation 1 to challenge those views, before reaching the view that Interpretation 2 was 'somewhat accurate' or saying that they 'partially agreed' with the view.

The existence of the strands which make up AO4 leads to 'best-fit marking'. All strands are considered before a final mark is decided upon. The most successful candidates, therefore were able to display evidence of a clear understanding of all 3.

In addition, most candidates were able to provide full and structured responses with very few appearing to be rushed or running out of time.

(d) How far do you agree with Interpretation 2 about the achievements of the Five-Year Plans?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

I disagree with interpretation 2 as I believe that interpretation one provides a clearer image of the reality of the five-year plan in ~~and~~ ~~the~~ Russia. As interpretation one states, I think the human cost of the plans were far too much. The workers had to ~~face~~^{work} long hours in very dangerous and bad working conditions. Their wages were often dependent on how much they produced so skilled workers could get up to 4 times as much as unskilled people which was very harsh as it often lead to starvation for less skilled people. This may have been justified if the five-year plans had good outcomes however, because the targets were too high people often lied about their production or as interpretation one suggests 'quality was sacrificed to quantity'. This shows ~~that~~ that interpretation one gives a more accurate view on the achievements of the five year plan as it shows the human cost and ~~amount~~ lack of achievements from the plans. Another reason I agree more with interpretation one is because of Stalin's ~~failure~~ + failure to admit

fault in his plans. Instead of reforming the plans he blamed saboteurs for conspiring against him and wrecking the plans on purpose. This agrees with interpretation one which states 'Achieving 'the plan' was everything' because Stalin was so obsessed in creating a glorifying image for the ~~the~~ plan that ~~the~~ he forgot the actual fault with them showing a lack of achievement in his plan which is what interpretation one explores.

Some people may disagree with me and think that interpretation two provides a more accurate account of the achievement of the five year plan. They may argue that Magnitogorsk went from a population of 25 people ~~the~~ to 250,000 people due to its modernisation which was the main goal of the plan. This view is supported by interpretation two where it ~~just~~ describes Magnitogorsk as 'a thriving industrial city' showing that the aim of modernisation of Russia was ~~met~~ met so they achieved the five-year plan. Also, during the plan the amount of ~~heavy~~ heavy industry was significantly increased and there were more manufactured

goods in Russia than ever ~~before~~ before showing the positive changes of the five year plans. ALSO, railways and communication between the country highly increased and developed which was very important due to the largeness of Russia. This shows that interpretation two gives a better view of the achievements of the five year plans because it describes all of the visible reforms and achievements of the five year plans such as 'hydroelectric power stations' being built.

TO conclude, I disagree with interpretation two because even though Magnitogorsk was modernised and was a symbol for their achievement it was also a symbol of ~~the~~ the plans' inefficiency as stated in interpretation one. ALSO, due to the increasing factories and power stations there was a lot of pollution in the city which was very dangerous and significantly bad for people's health. Furthermore, ~~interpretation two~~ interpretation two glorified the towns who 'poured out manufactured goods' ~~because~~^{but} in reality the targets were too high and only small amounts of useable products ~~the~~ were produced. This shows that interpretation ~~are~~ ~~are~~ one

has a more accurate display of the achievements of the five year plans because even though it ~~taken~~^{takes} into consideration that things like 'Magnitogorsk was a major achievement' it also explores the very clear and dangerous problems of the plans which in my opinion interpretation two fails to do.



ResultsPlus
Examiner Comments

This candidate reviews the alternative views presented in the interpretations and comes to a substantiated conclusion. Some contextual knowledge is used to support the analysis and there is a clear line of reasoning throughout. Level 4 has been met for the judgement and analysis strands, but only level 3 for the contextual knowledge element. Therefore, best-fit places this at the bottom of level 4.



ResultsPlus
Examiner Tip

Candidates who examine precise details from the interpretations and then use their own knowledge to support these points are more likely to gain the higher levels.

I partly agree with interpretation 2, as yes the Five Year plans that Stalin imposed helped Russia become the second largest industrial power in the world as they built new steel plants, hydroelectric power stations, railways, canals and factories which was a great achievement as these factories and industries poured out thousands of manufactured goods. However this isn't an achievement as most of these goods were unusable due to the poor living and working conditions which were dangerous. Workers suffered themselves and produced many goods by sacrificing quantity over quality so it was a waste of money. Many workers were untrained so workers didn't do their job well as they didn't have the skill required.

However, the building of Magnitogorsk was a symbol of growth as in 1928 it was a tiny isolated village and in 1932 it transformed to a thriving industrial city which gained more than a quarter of a million citizens flooding to Magnitogorsk for jobs for a better

life and Magnitogorsk provided these opportunities with a twist as the working conditions were grim and terrible in factories, there was overcrowding and strict rules and their only goal was to reach the target of the day like their ideal workers "Stakhanovites" This caused a feeling of distrust between workers as they didn't share the same enthusiasm for Stalin's plans and had ^{different goals} with lack of trust causes lack of security and more rebellions and fights to break out. However Stalin was clever so to prevent this from happening and ensuring the Five Year Plans success; he introduced rewards higher wages, insurance, holidays and free goods and managers and to deter laziness he also introduced punishments and Gosplan to set targets

~~However this could be seen as a bad thing as people~~

Moreover, it couldn't be seen as much of an achievement because Magnitogorsk was inefficient as many amounts of "pig iron" and "steel" produced was unusable. I know this as in an Auto plant there was endless piles of scrap metal, that had been dumped because they couldn't be started. This tells me that there was a lot of waste of materials which would cost Russia lots of money and materials,

this would mean that the money would be deducted from the workers wages causing unrest and tension between them, which isn't good as if ~~people~~ workers aren't happy working, they will not produce more reinforcing it as not much of an improvement. I partly agree with Interpretation 2 that Magnitogorsk was quite a success for Russia as it did increase their production of manufactured goods but sacrificed many other things which would make it seem not much of an achievement.



The candidate repeats information from both interpretations rather than using it to evaluate Interpretation 2. Some contextual knowledge is used and both interpretations are discussed. The judgement is asserted. The response falls into level 2 for all strands of AO4 and is therefore awarded the top of that level.



Successful candidates do not just repeat the content of the 2 interpretations. They evaluate the points made in interpretation 2 using their contextual knowledge and the content of Interpretation 1.

Paper Summary

Based on their performance in this exam, candidates are offered the following advice:

- When asked to make inferences in question 1 make sure that the inferences are based on the content of the source
- In question 3(a) focus on using the provenance and also contextual knowledge to evaluate the usefulness of the content of the sources
- When analysing the reasons for the different views in the interpretations focus on their content – candidates should **not** be concerned with the book title, date, the author or the type of publication
- In question 3(d) candidates must review the alternative views in both interpretations as well as using specific contextual knowledge to support the points made
- All the sub-questions in question 3 should be seen as part of the same enquiry with each question guiding candidates towards the final analysis in 3(d).

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

