Mark scheme

Paper 3: Modern depth study (1HI0/30)

Option 30: Russia and the Soviet Union, 1917–41

Modern depth study: Russia and the Soviet Union 1917-41

Question	
1	Give **two** things you can infer from Source A about the process of collectivisation. **Target**: Source analysis (making inferences). **AO3**: 4 marks.
Marking instructions	
Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source. e.g. • Villages were forced to join the collectives **(1)**. The author's village did not enter the collectives willingly **(1).** • People felt scared of opposing collectivisation **(1)**. The writer did not want his name published in the newspaper in case the Party officials were angered **(1).** • The process of collectivisation was presented as being voluntary **(1)**. The newspaper had claimed that the middle and poor peasants chose to join the collectives voluntarily **(1).** Accept other appropriate alternatives.	

Question		
2		Explain why Stalin introduced the purges in the Soviet Union in the 1930s. You may use the following in your answer: • economic problems • the assassination of Kirov You **must** also use information of your own. **Target:** Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. **AO2:** 6 marks. **AO1**: 6 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–3**	• A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	**4–6**	• An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] *Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.*
3	**7–9**	• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] *Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.*
4	**10–12**	• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] *No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.*

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The purges were introduced to create scapegoats for the economic problems / failures of the Five Year Plans.
- The speed at which the economy was expected to improve meant that forced labour was needed and the purges were a way of providing a labour force.
- The assassination of Kirov was an opportunity for Stalin to turn on his supposed enemies, such as the Old Bolsheviks Zinoviev and Kamenev.
- Stalin introduced the purges to secure his own position as head of government. Stalin had defeated Trotsky to become the leader but was concerned that there were plans to remove him.
- The purges were intended to create fear in order to secure Stalin's position.
- The purges were used to remove members of the Red Army; Stalin feared an alternative power base.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the problems faced by the Provisional Government? Explain your answer, using Sources B and C and your knowledge of the historical context. **Target**: Analysis and evaluation of source utility. **AO3**: 8 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance[1]. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	**3–5**	• Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance[1]. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	**6–8**	• Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance[1] affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes
1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source indicates there was opposition from the soldiers to the Provisional Government's official policy of continuing the war.
- It provides evidence that there would be a mutiny amongst soldiers if the Provisional Government did not end the war.
- The content is useful because it suggests that there was support for opposition to the Provisional Government from within the factories as well as from the soldiers.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The author witnessed the events in Petrograd first-hand.

- The author was an American and therefore an outsider.
- Reed was a member of the Communist Party so he may well have exaggerated the description of the extent of the opposition.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- There was much opposition to the war and discontent was obvious in Petrograd after the establishment of the Provisional Government.
- There was much discontent at the Front with increasing numbers of soldiers abandoning the fight.

Source C

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source indicates that the authority of the Provisional Government was not final and was conditional on the agreement of the Soviet.
- It suggests that the Provisional Government was not in complete control of events in Russia.
- It is useful because it suggests that the army could not be wholly relied upon by the Provisional Government.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- As the source is from the Petrograd Soviet itself it is useful as it indicates the intentions of the Soviet at the start of dual power.
- Order Number 1 was a set of instructions from the Soviet; the usefulness of the source is limited because there is no indication of whether they were carried out.
- The usefulness of the source as evidence of the problems faced by the Provisional Government is limited as it provides evidence of the situation in Petrograd but may not reflect the situation in the rest of Russia.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The Petrograd Soviet challenged the decisions of the Provisional Government from the outset.
- Soviets were established throughout the country; the Soviets were divided, and were unwilling to exercise control as a viable alternative to the Provisional Government.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the problems faced by the Provisional Government. What is the main difference between the views? Explain your answer, using details from both interpretations. **Target**: Analysis of interpretations (how they differ). **AO4**: 4 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	**3–4**	• The interpretations are analysed and a key difference of view is identified and supported from them.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.

- A main difference is that Interpretation 1 emphasises the problem created for the Provisional Government by the Soviet's creation of an alternative authority and the control of the Soviet over communications and transport. Interpretation 2, on the other hand, suggests that the continuation of the war was the biggest problem facing the Provisional Government, leading to it being unable to solve pressing problems at home.

Question		
3 (c)		Suggest **one** reason why Interpretations 1 and 2 give different views about the problems faced by the Provisional Government. You may use Sources B and C to help explain your answer. **Target**: Analysis of interpretations (why they differ). **AO4**: 4 marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–2**	• A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	**3–4**	• An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example, Source B provides some support for Interpretation 2, which stresses the problems caused by the war, while Source C provides some support for Interpretation 1, which emphasises the problems caused by the dual authority of the Petrograd Soviet and the Provisional Government.
- They may differ because the authors have chosen to place an emphasis on different details – Interpretation 2 is dealing with the problems facing the people as a result of the war; Interpretation 1 is dealing with the political set up which restricted the power of the Provisional Government.
- The interpretations may differ because the authors have approached the topic from different perspectives – Interpretation 1 considers the problems from a political perspective whereas Interpretation 2 considers the problems from a social and economic perspective.

Question		
3 (d)		How far do you agree with Interpretation 2 about the problems faced by the Provisional Government. Explain your answer, using both interpretations, and your knowledge of the historical context. **Target**: Analysis and evaluation of interpretations. **AO4**: 16 marks. **Spelling, punctuation, grammar and the use of specialist terminology (SPaG)**: up to 4 additional marks.
Level	**Mark**	**Descriptor**
	0	No rewardable material.
1	**1–4**	• Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	**5–8**	• Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	**9–12**	• Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	**13–16**	• Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	**Mark**	**Descriptor**
	0	• The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
Intermediate	**2–3**	• Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
High	**4**	• Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance.

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that the continuation of the war was the most important problem for the Provisional Government.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 supports the claim that the war was the most important problem for the Provisional Government by highlighting the paradox between the need to continue the war to get money and the problems this caused.
- Interpretation 2 supports the claim by showing that the war created social and economic problems which the Provisional Government ignored.
- The war was unpopular due to numerous defeats such as the failed June offensive.
- Problems in the conduct of the war led to discontented soldiers flooding back to Russia and the possibility of mutiny.
- Food shortages due to the continuation of the war effort led to discontent and the rise in the appeal of the views of the Soviet.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 suggests that the dual authority was the main problem facing the Provisional Government due to the influence exerted by the Soviet.
- Interpretation 1 suggests the main problem was that the Soviet had control over communications and transport, vital to the effective running of the government.
- The Petrograd Soviet's influence was originally only in the capital but this spread when local Soviets were created.
- The Provisional Government's main problem was that its authority was undermined by its refusal to hold a general election and its lack of legitimacy.
- The Kornilov Revolt put pressure on the Provisional Government and led to criticism of Kerensky.
- The return of Lenin caused problems for the Provisional Government due to his emphasis on Peace, Bread and Land.