Pearson Edexcel

Mark Scheme

Summer 2019

Pearson Edexcel GCSE in History

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

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

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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, i.e. 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.

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

Question	
1	Give **two** things you can infer from Source A about the attitude of the Bolshevik government towards education. **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. • *Being illiterate meant you were disadvantaged in society* ***(1)****. The man in the poster is blindfolded* ***(1)****.* • *The Bolsheviks thought not being educated was dangerous* ***(1)****. The man is walking off a cliff* ***(1).*** • *Being educated was essential to success* ***(1)****. 'Failure and bad luck lie in wait for him'* ***(1).*** Accept other appropriate alternatives.	

Question		
2		Explain why there was a revolution in Russia in February 1917. You may use the following in your answer: • living standards • the First World War 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 that 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 (page 3).

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:

- Living standards in the countryside were very poor and the pressures produced by the demands of the army for food and soldiers made conditions worse, encouraging support for change.
- The overcrowded, squalid living standards in towns encouraged discontent, pushing people towards support for more radical groups.
- By 1917 the failure in the war was blamed on the Tsar, increasing discontent with his rule.
- There was a lack of strong political leadership. The absence of the Tsar led to the Tsarina taking control of government. Her inability to take advice from the right people led to chaos.
- The industrial strikes of February 1917 put increased pressure on the Tsarist government.
- The army mutiny triggered the abdication of the Tsar who could no longer enforce his rule.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the achievements of the Five-Year Plans? **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 (page 3).

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 that factories had been built and cars were being produced.
- The source indicates that targets were set for workers and suggests only Stakhanovites achieved these targets.
- It states that not all of the products made in the factory were usable.

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 an outsider from Britain, the author may be giving a frank view of what he observed in the factory.
- As a communist, the author would have no reason to exaggerate the problems.

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

- Stakhanovites were used to encourage other workers to increase their productivity.

- Targets were set centrally by Gosplan and it was expected that the production targets would be met.

Source C

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

- The source shows the factories in the newly-built city of Magnitogorsk, suggesting the expansion of industry.
- It is useful because it shows vehicles coming out for the factory, suggesting the plant is working well.
- The size of the buildings suggests the scale of achievement of the Five-Year Plans.

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 source is useful as a record of the building work that had been achieved by the mid-1930s.
- The source, as an official propaganda photograph, may have exaggerated the scale of the achievements in Magnitogorsk.

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

- The city of Magnitogorsk contained the largest plant in the Soviet Union; it had been built from scratch during the First Five-Year Plan.
- The living and working conditions for the workers were very poor with few permanent buildings and huge pressure to achieve targets.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the achievements of the Five-Year Plans. 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 (page 3).

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 problems caused by the Five-Year Plans, such as inefficiency and low productivity. Interpretation 2, on the other hand, emphasises that the economic achievements of the Five-Year Plans were significant, making it the second largest industrial power in the world.

Question		
3 (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. **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 (page 3).

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 1, which stresses the limitations of the Plans, while Source C provides some support for Interpretation 2, which emphasises the huge achievements in terms of industrial development.
- The interpretations may differ because they have different perspectives – Interpretation 1 has a focus on the social impact, Interpretation 2 focuses on economic achievements.
- They may differ because the authors have chosen to place an emphasis on different details – Interpretation 2 is dealing with the number of the achievements of the Five-Year Plans; Interpretation 1 is dealing with the problems associated with the quality of the achievements.

Question		
3 (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. **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 (page 3).

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 Five-Year Plans were a great success.

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

- Interpretation 2 supports the claim of huge achievements by referring to the development of Magnitogorsk.
- Interpretation 2 supports the success of the Plans by emphasising a range of industrial developments such as factories, dams, railways, canals.
- Production figures of the Plans show significant growth in heavy industries such as coal, oil, steel and electricity.
- Cities, such as Magnitogorsk, were created and the urban population grew.
- Demand for armaments increased industrial output during the Third Five-Year Plan.

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

- Interpretation 1 suggests that the achievements cannot overshadow the scale of human suffering and industrial inefficiency.
- Interpretation 1 draws attention to the low productivity and the consequences of using untrained labour.
- In the First Five-Year Plan targets were too high and were not met. Planning was poor and expectations too high.
- Consumer goods industries lagged behind heavy industry, meaning workers did not benefit from the dramatic changes.
- Living and working conditions in the industrial centres were very poor. Many workers lived in barracks with few conveniences.

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