

Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCSE
In History (1HIA)
Paper 3: Modern depth study

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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the
material that may be offered by students. It does not show required content and alternatives should be
credited where valid

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

Question	
1	Give **two** things you can infer from Source A about the impact of Bolshevik policies on women. **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.

- *Bolshevik policies had a positive impact on women **(1)**. 'The talents and energy of women have grown like plants in the sunshine after it has rained.' **(1).***
- *Bolshevik policies have made women confident **(1)**. 'They are able to take part in the discussions and decisions of their local Soviets.' **(1).***
- *Women have become interested in the whole country **(1)**. They travelled to Moscow to discuss important issues about Russia **(1).***

Accept other appropriate alternatives.

Question		
2		Explain why Stalin introduced changes to agriculture. You **may** use the following in your answer: • kulaks • Five-Year Plans 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 (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:

- Stalin wanted to create a society based on communist principles. The NEP allowed the kulaks to make large profits and he did not wish this to continue.
- In order to fulfil the industrial targets of the Five-Year Plan, Stalin had to ensure there would be enough food for workers in the cities, so he introduced mechanisation and collectivisation in the countryside.
- Stalin needed money for industrial machinery, which was required to achieve the targets of the First Five-Year Plan. He would get this by selling surplus produce abroad, and collectivisation would achieve this.
- Stalin feared attacks on the Soviet Union from the West, so he introduced agricultural changes to ensure there was enough food to feed the Red Army.
- Stalin felt his leadership bid would be consolidated if he promoted collectivisation. It would allow him to discredit his opponents who favoured keeping the NEP.
- Stalin wanted a greater degree of control over the people of the Soviet Union and collectivisation would allow him to do this by taking away the independence of the peasants.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the reasons why Stalin won the struggle for power against his rivals? **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 shows Stalin promising to continue Lenin's work, suggesting he has close ties to Lenin and is therefore Lenin's rightful successor.
- The source shows Stalin acting as leader already by promising what will happen in the future.

- The source shows Stalin's claim to maintain Party unity, which would strengthen his bid for the leadership.

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 the author of the source is Stalin who wanted to present himself immediately after the death of Lenin in 1924 as Lenin's successor.
- It is useful as the nature of the source is a speech, which in this case is meant to persuade the members of the Congress that Stalin is Lenin's natural successor.

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

- Stalin acted quickly after the death of Lenin to ensure people recognised him as the natural successor, e.g. by having Lenin's funeral almost immediately so that Trotsky was absent from it.
- After the death of Lenin, Stalin introduced the Lenin enrolment to increase the membership of the Party. Many of these new recruits were loyal to Stalin.

Source C

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

- The source suggests that Trotsky lacked the affection of some in the Party due to his desire to control what people did and said.
- The source indicates that a weakness of Trotsky's was that his ideas differed from Lenin, who was the hero of the revolution.
- The source suggests Trotsky's unwillingness to listen to others would have reduced the number of people willing to support him in the power struggle.

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 origin of the source is useful as the author was a fellow revolutionary and friend of Trotsky, who would have no reason to exaggerate Trotsky's weaknesses.
- The source is useful as Serge is commenting on his own experiences of Trotsky and provides insight into how others he knew felt about Trotsky's abilities.

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

- Trotsky preferred to use his intellectual skill to win arguments and did not enjoy political intrigue. This alienated him from others in the Party, thus reducing his potential support, and allowed Stalin to take the advantage.
- Trotsky did not seem to feel that the leadership question needed any urgency or action and so he was outmanoeuvred. He did not prioritise returning in time for Lenin's funeral, thus making it look as if he did not care.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the reasons why Stalin won the struggle for power against his rivals. What is the main difference between these 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 Trotsky's weaknesses as a reason why Stalin was able to win the struggle for power against his rivals. Interpretation 2, on the other hand, stresses the strengths of Stalin and his ability to put himself in a strong position to defeat his rivals and become the leader.

Question		
3 (c)		Suggest **one** reason why Interpretations 1 and 2 give different views about the reasons why Stalin won the struggle for power against his rivals. 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 C in suggesting Trotsky's unpopularity, provides some support for Interpretation 1 which stresses Trotsky's weaknesses. Source B, in displaying Stalin's loyalty to Lenin, provides some support for Interpretation 2 which emphasises the strengths of Stalin.
- The interpretations may differ because they have different perspectives. Interpretation 1 focuses on the negative qualities of Trotsky, whereas Interpretation 2 focuses on the positive aspects of Stalin.
- They may differ because the authors have a different emphasis – Interpretation 1 is dealing only with Trotsky; Interpretation 2 is dealing with only Stalin.

Question		
3 (d)		How far do you agree with Interpretation 2 about the reasons why Stalin won the struggle for power against his rivals? 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 Stalin became the leader of the USSR because of his own strengths.

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

- Interpretation 2 supports the claim by referring to Stalin taking important roles within the Party.
- Interpretation 2 draws attention to the ability of Stalin to appeal to the people as a way of securing support for his leadership bid.
- Stalin became leader by cleverly playing his rivals (Trotsky, Kamenev, Zinoviev, Bukharin) off against each other. He firstly discredited the Left, and then the Right.
- Stalin was successful in presenting himself as Lenin's closest follower by manipulating propaganda to show his close relationship with Lenin and to 'airbrush out' Trotsky.
- Stalin's policy of 'Socialism in One Country' won popular support within the Party as it stressed the importance of securing a strong communist base in the USSR.

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

- Interpretation 1 indicates that Trotsky's personal failings, such as his arrogance, led to Party members disliking him and damaging his prospects for the leadership.
- Interpretation 1 emphasises Trotsky's health problems which prevented him from attending meetings and from defending himself against political opponents, such as Stalin.
- Before he joined the Party, Trotsky had been a Menshevik, which led some old Bolsheviks to mistrust him. This also benefitted Stalin, who had been in the party for longer.
- Trotsky believed in world revolution, wanting the USSR to promote communism in other countries, whereas most Russians were inward looking. They wanted to focus their attention on fully establishing communism in the USSR, as Stalin did.
- Trotsky and the other leadership candidates constantly underestimated Stalin as being a 'grey blur' at the edge of the leadership campaign.

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