

Mark Scheme (Results)

Summer 2023

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 aims of the Kornilov Revolt. 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.

- *To prevent Russia from being defeated by Germany (1). 'I cannot stand by and let the Germans make slaves of the Russian people.' (1).*
- *To introduce democracy (1). 'I promise to introduce a Constituent Assembly that will allow Russian people to decide their future.' (1).*
- *To challenge the Provisional Government (1). 'Together the Germans and the Government are killing our country…call upon all Russians to save our land from defeat' (1).*

Accept other appropriate alternatives.

Question		
2		Explain why the NEP was introduced in 1921. You may use the following in your answer: • War Communism • the Kronstadt Mutiny 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:

- The Bolsheviks realised they needed to change their way of getting grain from the peasants as War Communism had led to a terrible famine in 1920-21, in which 7 million peasants and workers died.
- The Bolsheviks needed to avoid further peasant uprisings, like that in Tambov, which occurred as a result of the policy of War Communism.
- There was a push to move away from War Communism from within the Bolshevik Party, with the Workers' Opposition objecting to the lack of decision-making for workers.
- The opposition of the Kronstadt sailors highlighted how disillusioned they were with economic shortages and showed the urgent need for improvements in order for the Bolsheviks to retain their support base.
- The NEP was introduced as a temporary measure to give Russia some time to recover after years of war and the catastrophe brought about by an international war followed by a civil war.
- The Bolsheviks needed to reintroduce a money economy in order to enable international trade to take place with countries such as the UK.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the main reason why Stalin's purges began? 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 (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 claims that Stalin's desire to be the best motivated him to attack others when it mentions that anyone who writes or speaks better than Stalin is doomed.
- The source indicates that Stalin was only waiting for the right moment to start his purging of the Party.
- The source suggests that no one was safe from Stalin's jealousy and paranoia.

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 records a private conversation which was not intended to be made public so it might be useful in showing Bukharin's honest view of Stalin's state of mind at the time of the purges.
- Although Lydia Dan was present during the conversation with Bukharin, she wrote her recollections much later and may not have been completely accurate.

- As Lydia Dan was an exile living abroad, she may have been critical of Stalin and therefore selective in what she remembered.

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

- Bukharin was an 'Old Bolshevik' who resented the one-man rule of Stalin. These 'Old Bolsheviks' were still in the Communist Party and could question Stalin.
- In the early 1930s, Stalin became increasingly insecure about his position as regards other leaders at many levels within the party.

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 murder of Kirov sparked a series of purges against enemies of the party.
- The source suggests that the murder provided Stalin with the opportunity to purge anyone who challenged him.

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:

- Kravchenko was an official in the Communist Party who would have insider knowledge of events.
- The source was written by Kravchenko after he had fled to the USA so he would be free to write his memories without influence from the Soviet Union.
- The source reflected the views of one disenchanted member of the Communist Party who had fled to the USA.

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

- The murder of Kirov sparked a series of accusations about who was involved, including accusations against Zinoviev and Kamenev, rivals of Stalin.
- The speed at which the accusations and prosecutions took place after the murder of Kirov suggests Stalin may have set up the murder to begin the purges.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the main reason why Stalin's purges began. 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 Stalin's long-term paranoia and political ambition as fuelling the purges. Interpretation 2, on the other hand, states that the murder of Kirov in 1934 was the main reason for the start of the purges.

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the main reason why Stalin's purges began. 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, which focuses on Stalin's paranoia, provides some support for Interpretation 1, which stresses Stalin's desire for power as a reason for the purges. Source C, which describes the aftermath of the murder of Kirov, provides some support for Interpretation 2, which suggests the murder of Kirov was the trigger for the purges.
- They may differ because the authors have chosen to place an emphasis on different details. Interpretation 2 deals with the murder of Kirov as the starting point for the purges, while Interpretation 1 focuses on the details of Stalin's personality.
- They may differ because the authors have approached the topic from different perspectives – Interpretation 2 looks at the short-term reason for the purges; Interpretation 1 looks at the longer-term reasons for the purges.

Question		
3 (d)		How far do you agree with Interpretation 2 about the main reason why Stalin's purges began? 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 it was the murder of Kirov that started the purges.

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

- Interpretation 2 suggests that the purges were a response to a specific event, Kirov's murder.
- Interpretation 2 shows Stalin used the murder to strengthen his control over the country by introducing a widespread purge. This would give him increased power.
- Following the murder, a law was passed in December 1934, which speeded up the process of trying suspects and removed the right of appeal.
- The murder led to thousands of Communist party members being arrested. In Leningrad alone, 40 000 were arrested.
- After Kirov was murdered, Zinoviev and Kamenev were arrested and accused of involvement in the plot to kill him.

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

- Interpretation 1 suggests that Stalin's sense of his own importance motivated him to begin the purges.
- Interpretation 1 shows Stalin's ambition to be better than Lenin led to him purging the party.
- Stalin wanted to rid the party of the 'old Bolsheviks', such as Zinoviev, Kamenev and Bukharin, who provided a challenge to his authority due to their association with Lenin.
- Whereas, in the 1920s, Stalin traded on his links to Lenin, in the 1930s, he began to develop a cult of personality centred on himself.
- The purges began as a warning to others about how important it was to meet targets, and factory managers who discouraged Stakhanovites were blamed for the stalling economy.

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