

Mark Scheme (Results)

Summer 2024

Pearson Edexcel GCSE
In History (1HI0)
Paper 3: Modern depth study

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

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Summer 2024
Question Paper Log Number P76415A
Publications Code 1HI0_30_2406_MS
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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 War Communism. 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.

- *War Communism disrupted the lives of peasants (1). On the right of the picture, peasants seem to be arguing with the soldiers (1).*
- *The Red Army were prepared to use force to ensure grain was requisitioned (1). The Red Army soldiers are carrying weapons (1).*
- *Peasants were reluctant to give up grain (1). It seems the peasants are being held back while Red Army soldiers are taking grain out of the house (1).*

Accept other appropriate alternatives.

Question		
2		Explain why the Provisional Government was unsuccessful. You may use the following in your answer: • the First World War • the Kornilov Revolt 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]
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 answers that do not address three or more aspects of content.*
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 address three or more aspects of content.*

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 insistence by the Provisional Government on keeping Russia in the First World War was disastrous. Continued defeats, including the disastrous June offensive, increased its unpopularity and resulted in deaths and desertions.
- The Kornilov Revolt weakened Kerensky and the authority of the Provisional Government, as it was stopped by the Red Guards and Bolshevik supporters.
- The Provisional Government's authority was weak, as it had to work with the Petrograd Soviet, who had authority over the armed forces after issuing Soviet Order Number 1.
- The Provisional Government was not truly representative of the people of Russia and, as it was not elected, lacked legitimacy.
- People began to resent the Provisional Government's actions, such as during the July Days, and its reliance on the army to defend it.
- The return of Lenin, and the promises of Peace, Bread and Land, made the Bolsheviks increasingly attractive to the Russian people, who were wearied by the inaction and lack of ability of the Provisional Government.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the experience of women in the Soviet Union under Stalin's rule? 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 is useful as it suggests that women had a difficult experience in the Soviet Union as Mariia was unable to keep her job and look after the family.
- It is useful as evidence of the failure of the Party to provide effective childcare to enable women to work.
- The source is useful for showing the numerous elements of life that women had to juggle.

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 subject of the article lived through these events, so her experiences provide a valuable insight into the experiences of women in the Soviet Union.
- The source is a newspaper article and would be expected to reflect the success of Soviet policy and the positive impacts it had on women, so its usefulness is increased by the criticism of negative impacts of Soviet policy evident in the extract.

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

- Women were encouraged to work to help build the Five-Year Plans.
- A renewed focus on the family in the 1930s, and its importance to Soviet society, meant many women had increased pressures due to work and family commitments.

Source C

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

- The source shows the intended positive impacts on Soviet women of the new Constitution, such as their equality with men.
- The source claims that the State will support women by providing them with the structures that will enable them to work, such as childcare.
- The source suggests that the State expected women to maintain their family role in combination with work.

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 evidence of Soviet policy towards women as it is from the Constitution of the USSR. The Constitution was written to set out the intentions of the government.
- As a public declaration, the source is useful for showing the importance of women's experiences being positive to provide support for the regime.

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

- The Soviet government had shown that, by 1930, they felt women had achieved equality by getting rid of Zhenotdel. The 1936 Constitution underlined the point.
- Women were legally equal in their right to be paid for their labour, but not equal in terms of the pay they received.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the experience of women in the Soviet Union under Stalin's rule. 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 the negative experience of women under Stalin's rule, with many having limited opportunities. Interpretation 2, on the other hand, suggests that the experience of women was positive, with employment opportunities increasing.

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the experience of women in the Soviet Union under Stalin's rule. 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 the authors have given weight to different sources. For example, Source C, which provides evidence of the positives for Russian women, provides some support for Interpretation 2, which stresses the gains women have made. Source B, which shows the hardships some women faced, provides some support for Interpretation 1, which shows the lack of progress for Soviet women.
- The interpretations may differ because the authors focus on different things. Interpretation 2 outlines the quantitative improvement in women's lives, whereas Interpretation 1 discusses the qualitative issues of the lives of women in Russia.
- They may differ because the authors have a different emphasis – Interpretation 1 is dealing with the experience of women as employees; Interpretation 2 is dealing with the experience of women more generally.

Question		
3 (d)		How far do you agree with Interpretation 2 about the experience of women in the Soviet Union under Stalin's rule? 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 experience of women under Stalin's rule was positive.

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

- Interpretation 2 states that women were successful in achieving employment in a variety of settings, both agricultural and industrial.
- Interpretation 2 emphasises the help given by the State to enable women to take up employment.
- Women had an increased economic role in the 1930s, especially in the textile manufacturing industries.
- In the 1930s, women benefitted from changes that had been made in the law to make them more equal to men, e.g. to legally own property in a relationship.
- Educational opportunities for women increased. By 1930, 20 per cent of places in higher education were reserved for women and, by 1940, 40 per cent of engineering students were women.

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

- Interpretation 1 suggests the dual role that women had, both working and running the household, was difficult.
- Interpretation 1 implies that women were not valued by the Communist Party, as they were not able to access senior roles in the government.
- Despite the increased employment opportunities, equality for women was not evident in terms of pay and promotional opportunities. They were rarely promoted to management jobs and were paid, on average, less than men.
- In 1930, the Zhenotdel was closed down. The Communist Party and the government were mainly male and there was little enthusiasm for women's rights.
- Many revolutionary women found that, in the 1930s, they were second-class citizens, bored of being housewives and disappointed by the direction taken by Stalin.

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