

Mark Scheme (Results)

Summer 2025

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 2025
Question Paper Log Number P75487A
Publications Code 1HI0_30_2506_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 the impact of collectivisation in the 1930s. 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. • *The famine was deliberate (1). "They have taken everything away." (1).* • *The people were desperate (1). 'the most important issue is how to get enough food to stay alive today and tomorrow.' (1).* • *The people were afraid. (1). 'He looked around anxiously to see that no soldiers were about.' (1).* Accept other appropriate alternatives.

Question		
2 (a)		Explain why the Civil War broke out in 1918. You may use the following in your answer: • the Treaty of Brest-Litovsk • the White armies 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 Treaty of Brest-Litovsk upset many in Russia, especially Nationalists who were then prepared to join with the Whites to attack the Bolsheviks.
- In 1918, the Whites, who opposed the Bolsheviks, felt strong enough to attack the Bolsheviks; the Whites had access to weapons, armed forces and foreign support.
- Some White leaders saw an opportunity to gain personal power, e.g. Denikin; this was then resisted by local Soviets.
- The trigger for the Civil War was the fight between local Soviets and the Czech Legion, a foreign army travelling across Russia to join the Allies on the Western Front, a development the Soviets much resented.
- The Bolsheviks had failed to deal with food shortages and starvation so open challenges occurred in towns and cities.
- Left-wing groups, such as the Mensheviks and moderate SRs, took up arms against the Bolsheviks because they had abolished the Constituent Assembly and set up one-party government.

<table>
<tr><th colspan="2">Question</th><th></th></tr>
<tr><td colspan="2">2 (b)</td><td>Explain why Stalin was able to establish a dictatorship in the USSR.

You may use the following in your answer:
• the use of purges
• propaganda
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.</td></tr>
<tr><th>Level</th><th>Mark</th><th>Descriptor</th></tr>
<tr><td></td><td>0</td><td>No rewardable material.</td></tr>
<tr><td>1</td><td>1–3</td><td>• A simple or generalised answer is given, lacking development and organisation. [AO2]
• Limited knowledge and understanding of the topic is shown. [AO1]</td></tr>
<tr><td>2</td><td>4–6</td><td>• 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]</td></tr>
<tr><td>3</td><td>7–9</td><td>• 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.</td></tr>
<tr><td>4</td><td>10–12</td><td>• 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.</td></tr>
</table>

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 use fear to terrify the population into being incapable of opposing the government, e.g. the use of purges against specific groups within the Communist Party, thus assuring power for Stalin.
- The purges were needed to weaken the army to prevent them being a source of opposition to Stalin.
- Propaganda and the control of information helped Stalin to control what people saw and knew. His use of the Cult of Stalin allowed him to create the image of supreme power.
- Show trials were needed to convince people that there were traitors in the USSR, thus justifying Stalin's methods to maintain his power.
- Stalin's use of the NKVD enabled Stalin to imprison his enemies, to silence opposition and secure his role as dictator.
- In the years 1924-28, Stalin was able to use his position and power within the Communist Party to systematically undermine or eliminate all of his political rivals, e.g. Trotsky, Kamenev, Zinoviev, Bukharin.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the impact of the First World War on Tsarist Russia? 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 shows that an important member of society, and a close confidant of the Tsar, was very unhappy with the way in which the Tsar was governing during the war.
- The source suggests that if the Tsar did not make changes to his government, then he would face trouble from the people as the war was putting pressure on the 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:

- The source is from the brother-in-law of the Tsar whose criticism of the situation might be unexpected, so making its content more credible.
- The source is useful for showing the situation facing Russia after three years of the war.

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

- The decision making of the Tsar had led to frequent changes of government and instability within Russia. This was an increasing problem due to the pressures of war.

- The absence of the Tsar on the front led to the Tsarina taking control of aspects of government. This proved unpopular with many as she was German, and, until his death in 1916, had been influenced by Rasputin.

Source C

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

- The source shows very long queues of people in Petrograd trying to get bread in 1917, inferring the war has led to food shortages.
- The source suggests the government was worried about unrest amongst the people, so the police were present to keep control.

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:

- This photograph gives an outsider's view, as it was taken by an American to record events in Russia for an American audience.
- The photograph only shows queues for food in Petrograd and may not reflect the situation in other cities.

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

- Old-fashioned farming methods in Russia, plus the extra demand for supplies fuelled by the war and the shortage of agricultural labourers, due to conscription to the army, led to food shortages in the large cities.
- The incompetence of the government often led to ineffective transport and a failure to get supplies where they were needed.

Question		
3 (b)		Study Interpretations 1 and 2. They give different views about the impact of the First World War on Tsarist Russia. 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 suggests the main impact of the war was political, highlighting the poor leadership of the Tsar. Interpretation 2, on the other hand, emphasises the social and economic impacts of the war such as the lack of food and workers.

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the impact of the First World War on Tsarist Russia. 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 highlights the problems of governing Russia, provides some support for Interpretation 1, which stresses the political impacts of the war, while Source C which shows evidence of food shortages, provides some support for Interpretation 2 which emphasises the economic and social problems created by the war.
- The interpretations may differ because the authors have chosen to place an emphasis on different details – Interpretation 1 is emphasising the problems facing the Tsar as a result of the war; Interpretation 2 is mainly emphasising the impact of the war on the people.
- They may differ because the authors have approached the topic from different perspectives – Interpretation 1 considers the political impacts of the war; Interpretation 2 considers the impacts of the war from an economic perspective.

Question		
3 (d)		How far do you agree with Interpretation 2 about the impact of the First World War on Tsarist Russia? 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 main impact of the war was economic.

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

- Interpretation 2 supports the claim with evidence of the shortage of workers causing production problems.
- Interpretation 2 supports the claim by suggesting the poor transport system, put under further pressure by the demands of war, was causing shortages.
- Taxes were increased in order to pay for the war, which caused hardships for the people.
- Petrograd was hit particularly badly by food shortages, as it was far from agricultural areas and there were increasing numbers of people moving to the city.
- Food production declined significantly due to the shortage of labour, lack of horses and shortages of chemical fertilisers.

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

- Interpretation 1 suggests the war highlighted the weaknesses in the Tsar's ability to lead Russia.
- Interpretation 1 suggests the Tsar caused political problems by refusing to allow politicians to have a say in how Russia was governed.
- The Tsar created political opposition by refusing to replace his advisers with ones suggested by the Duma. There was a growth of revolutionary politics amongst all sections of society.
- The Duma did not support the Tsar after being side-lined over the war effort.
- Military defeats in the war damaged the reputation of the Tsar as he had taken command of the war at the front.

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