



# **Mark Scheme**

Summer 2017

Pearson Edexcel  
GCE In History (9HI01) Paper 1E  
Advanced

Unit 1: Breadth study with interpretations

Option 1E: Russia, 1917-91: from Lenin to Yeltsin

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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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Generic Level Descriptors: Sections A and B

**Target:** AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

Level	Mark	Descriptor
5	17–20	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li><li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li><li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li></ul>

## Section C

**Target:** AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• Contextual knowledge is added to information from the extracts, but only to expand on matters of detail or to note some aspects which are not included.</li> <li>• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.</li> <li>• Integrates issues raised by extracts with those from own knowledge to discuss the views. Most of the relevant aspects of the debate will be discussed, although treatment of some aspects may lack depth.</li> <li>• Discusses evidence provided in the extracts in order to reach a supported overall judgement. Discussion of points of view in the extracts demonstrates understanding that the issues are matters of interpretation.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li> <li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li> <li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li> </ul>

## Section A: indicative content

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the nature of government under Lenin and Stalin was markedly different.</p> <p>The extent to which the nature of government under Lenin and Stalin was markedly different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Lenin's regime did not rely on a personality cult built around the leader in order to function but the Stalinist system developed a full-blown personality cult to help it maintain power</li><li>• Under Lenin, the CPSU could still hold internal debates and consider different views, but under Stalin, the party was reduced to little more than a 'rubber stamp' for the leader's policies</li><li>• Lenin's regime was prepared to abandon ideology in order to remain in power (e.g. the introduction of the NEP in 1921) but the Stalinist system was characterised by greater ideological inflexibility, e.g. collectivisation in the 1930s</li><li>• Lenin attempted to weaken the grip of the party machine/bureaucracy, and increase internal democracy but the Stalinist system reinforced the power of the bureaucracy in both the party and the government.</li></ul> <p>The extent to which the nature of government under Lenin and Stalin was not markedly different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Both the Leninist and Stalinist regimes resorted to brutal methods to remove actual and perceived opposition, e.g. Lenin's Red Terror starting in 1918 and Stalin's purges of the 1930s</li><li>• Both regimes centralised state power, e.g. Lenin did so partly in response to the pressures of the Russian civil war and Stalin concentrated power in order to develop a personal dictatorship</li><li>• Both regimes dominated the Soviet population through their control of the mass media and other forms of propaganda, including the arts</li><li>• To promote a Marxist popular culture, both regimes undermined religious beliefs/practices, e.g. Lenin's attack on the Orthodox Church in 1921-22 and Stalin's approval of religious persecution during collectivisation.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how far the benefits of Stalin's economic policies outweighed the costs in the years 1928-50.</p> <p>Arguments and evidence that the benefits of Stalin's economic policies outweighed the costs in the years 1928-50 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Stalin's pre-war Five Year Plans turned the USSR into a modern industrial state with an economic base strong enough to withstand the Nazi threat (1941-45) and overhaul major industrial rivals such as Britain</li> <li>• Some groups within Soviet society clearly benefited from Stalin's economic policies, e.g. the increased pay and privileges given to Stakhanovite workers in the 1930s</li> <li>• The centralised Stalinist economy proved effective in mobilising resources for the war effort and converting industrial sectors to military production</li> <li>• The Fourth Five Year Plan (1946-50) was remarkably successful in restoring the Soviet economy, e.g. industrial production recovered quickly and urban living standards improved from 1948</li> <li>• Collectivisation provided additional grain to sell on the international market to generate capital for industrial development.</li> </ul> <p>Arguments and evidence that the costs of Stalin's economic policies outweighed the benefits in the years 1928-50 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Stalin's policies produced a skewed and distorted Soviet economy which favoured heavy industry at the expense of consumer goods, and emphasised quantity rather than quality</li> <li>• Economic planning was often chaotic and unrealistic particularly during the First and Third Five Year Plans, which led to an enormous amount of waste and shortages of resources</li> <li>• Intimidation and fear permeated the Soviet economic system as managers and officials struggled to fulfil their targets and were evaluated on their performance. This resulted in falsified statistics and widespread corruption</li> <li>• The human cost of Stalin's Five Year Plans was enormous – a huge death toll, extensive use of forced labour, reduced living standards, shortages of essentials and the loss of personal liberty</li> <li>• Collectivisation proved to be a human disaster for the peasantry, e.g. millions died in the 1932-34 famine.</li> </ul> <p>Other relevant material must be credited</p>

## Section B: indicative content

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the status of women was transformed under Soviet rule in the years 1917-85.</p> <p>Arguments and evidence that the status of women was transformed under Soviet rule in the years 1917-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• From the outset, Soviet ideology was committed to improving the status of women, e.g. 1917-18 decrees on marriage, divorce, abortion and equality</li><li>• Measures to improve female participation in higher education in the 1930s had a beneficial effect, e.g. by 1940 over 40 per cent of engineering students were women</li><li>• Under Khrushchev and Brezhnev the status of rural women improved as social provision was extended to the countryside, e.g. healthcare and maternity benefits</li><li>• Female role models who excelled in a particular field epitomised this improved status and were endorsed by the regime to encourage other women, e.g. Valentina Tereshkova (first woman in space 1963).</li></ul> <p>Arguments and evidence that the status of women was not transformed under Soviet rule in the years 1917-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Early Soviet attempts to improve the status of women had little real effect, e.g. the divorce decree did not work as intended because men initiated most divorces and few women received financial support for their children from ex-husbands</li><li>• Throughout the period, women were underrepresented at all levels in the Communist Party (e.g. in the 1930s only 16 per cent of party members were women) reinforcing the traditional notion of politics as a male preserve</li><li>• Throughout the period the 'double burden' put considerable pressure on women – the entrenched expectation that women should combine employment with family responsibilities</li><li>• Although women had greater employment opportunities during these years, most females worked in relatively unskilled low paid jobs, e.g. routine factory work and agricultural labour.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant the role of the secret police was in maintaining communist control in the years 1917-85.</p> <p>The significance of the role of the secret police in maintaining communist control in the years 1917-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Cheka played an important role in securing communist rule in the years 1918-22, e.g. the Cheka executed up to 200,000 opponents during the Red Terror in 1921-22</li> <li>• Under Yezhov, the NKVD implemented the Great Terror (1936-38), which accelerated the 'arrest to imprisonment' process, increased executions and widened surveillance of the Soviet population</li> <li>• The NKVD under Beria presided over the expansion and running of the Gulag system, which helped to strengthen control by harnessing forced labour in support of industrialisation and greater economic productivity</li> <li>• Under Andropov (1967-82), the KGB employed more sophisticated techniques (including surveillance, harassment and hospitalisation) to keep dissident groups small, divided and suspicious of each other.</li> </ul> <p>The significance of other factors/ limited significance of the secret police in maintaining communist control in the years 1917-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• After Stalin's death, although official surveillance continued, the level of secret police terror declined considerably suggesting that from the 1950s it was less important as a method of social control</li> <li>• State propaganda (due to the regime's control of the mass media and its ability to restrict access to foreign sources of information) provided most of the USSR's population with its world view in the years 1917-85</li> <li>• Soviet control of the arts and culture was also deployed to establish popular endorsement of the USSR, e.g. Prolekult, avant-garde and Socialist Realism</li> <li>• The impact of the expanding provision of social security benefits, housing and healthcare, particularly from the 1950s</li> <li>• The ingrained culture of apathy and disengagement among the Soviet population, e.g. alcoholism and absenteeism.</li> </ul> <p>Other relevant material must be credited.</p>

## Section C: indicative content

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are expected to use the extracts and their own knowledge to consider the views presented in the extracts. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their understanding of issues of interpretation to reach a reasoned conclusion concerning the view that the USSR collapsed in 1991 because Gorbachev's confidence in his reform policies 'proved gravely misplaced'.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include:</p> <p>Extract 1</p> <ul style="list-style-type: none"><li>• In an attempt to revitalise the USSR, Gorbachev introduced a range of policies to reform the economy and the political system, change Soviet foreign policy, and reduce censorship</li><li>• These measures, contrary to Gorbachev's expectations, triggered more radical changes including economic decline, the end of Communist Party control and the rise of nationalism</li><li>• Gorbachev had not expected these developments and they were beyond the government's control.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• A combination of popular protest and Soviet withdrawal liberated Eastern Europe in 1989 and this process then affected the USSR in 1990-91</li><li>• Gorbachev's perestroika reforms were both too modest and too late to rescue the Soviet economy, which by the 1980s was outmoded and underperforming</li><li>• By the 1980s the failing Soviet economy could deliver neither the welfare state desired by the population nor the warfare state demanded by the Cold War.</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the USSR collapsed in 1991 because Gorbachev's confidence in his reform policies 'proved gravely misplaced'. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Gorbachev's foreign policy towards the Eastern bloc (which encouraged 'people power' and self-determination) and his insensitive treatment of national minorities within the USSR helped to fragment the Soviet Union [Extracts 1 and 2]</li><li>• Gorbachev's pursuit of economic perestroika and the introduction of market mechanisms (1987) undermined the unity of the USSR by failing to produce adequate supplies of goods for the Soviet population [Extracts 1 and 2]</li><li>• The impact of glasnost on public attitudes and the failure to reform the Communist Party, e.g. the repeal of Article 6 (1990) [Extract 1].</li></ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the USSR collapsed in 1991 because Gorbachev's confidence in his reform policies 'proved gravely misplaced'. Relevant points may include:</p>

Question	Indicative content
	<ul style="list-style-type: none"><li data-bbox="370 197 1357 254">• The growth, and damaging impact, of nationalist sentiment in key parts of the USSR, e.g. the Baltic republics [Extract 2]</li><li data-bbox="370 275 1357 359">• The flawed 12th Five Year Plan to promote economic growth served only to underline the serious weaknesses of the Soviet system, e.g. out of date technology, quantity not quality [Extract 2]</li><li data-bbox="370 369 1357 453">• Major divisions over the 500 Days Programme (1990), designed to move rapidly to a market-led economy, resulted in an economic collapse that further weakened the Soviet system [Extract 2]</li><li data-bbox="370 457 1357 541">• Additional reasons, e.g. the Soviet economy was stagnating by the mid-1980s and the role of Yeltsin in undermining Gorbachev's and the central Soviet government's position.</li></ul>

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