

**GCSE**  
**HISTORY**  
**8145/1A/C**

Paper 1 Section A/C: Russia, 1894–1945 Tsardom and communism

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**Mark scheme**

June 2020

Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

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How does **Interpretation B** differ from **Interpretation A** about Stalin?

Explain your answer based on what it says in **Interpretations A** and **B**.

**[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <b>Analyse how interpretations of a key feature of a period differ (AO4b)</b>	
<b>Level 2:</b>	<b>Developed analysis of interpretations to explain differences based on their content</b>	<b>3–4</b>
	<p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, Interpretation A argues that all Stalin’s purges were all defensible because he upheld the achievements of the Bolshevik revolution and preserved the first proletariat state. However, Interpretation B says that Stalin took the Soviet Union in the wrong direction because the people who were purged were alleged to be traitors but were in fact loyal communists.</p>	
<b>Level 1:</b>	<b>Simple analysis of interpretation(s) to identify differences based on their content</b>	<b>1–2</b>
	<p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, Interpretation A says that Stalin was a good leader. Interpretation B says that Stalin was bad leader.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

**0 2**

Why might the authors of **Interpretations A** and **B** have a different interpretation about Stalin?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

**[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**

**Analyse individual interpretations (AO4a)  
Analyse why interpretations differ (AO4c)**

**Level 2:**

**Developed answer analyses provenance of interpretation to explain reasons for differences**

**3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, as leader of China from 1949, Mao is someone who has personally benefited by copying the example of a communist state that was created in the USSR. He will therefore defend Stalin's actions. Interpretation B is written by someone who was so committed to the ideals of communism that she emigrated from a free country to the USSR but she became disillusioned by the reality of living in a one party socialist state and lost her faith in Stalin.

**Level 1:**

**Simple answer analyses provenance to identify reasons for difference(s)**

**1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation A is written by a fellow communist leader whereas Interpretation B is written by someone who was arrested and imprisoned by the communist government of the USSR.

**Students either submit no evidence or fail to address the question**

**0**

**0 3**

Which interpretation gives the more convincing opinion about Stalin?

Explain your answer based on your contextual knowledge and what it says in **Interpretations A and B.**

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

<b>Target</b>	<b>Analyse individual interpretations (AO4a) Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)</b>	
<b>Level 4:</b>	<b>Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding</b>	<b>7–8</b>
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.</p> <p>For example, Interpretation B is more convincing because there was no real evidence that the people who were put on trial and purge were a genuine threat to Stalin. They were not enemies as suggested in Interpretation A. Torture was used to extract confession. This process weakened the USSR because so many professional people and experienced military personnel were murdered.</p>	
<b>Level 3:</b>	<b>Developed evaluation of both interpretations based on contextual knowledge/understanding</b>	<b>5–6</b>
	<p>Extends Level 2.</p> <p>Answers may assert one interpretation is more/less convincing.</p> <p>Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.</p> <p>For example, Interpretation B is convincing because Stalin created a period of 'Great Terror' 1934- 39. Using his secret police , he ordered the execution of millions of people. As well as political rivals, the armed forces and ordinary citizens were arrested and without being given a trial they were executed or sent to labour camps.</p>	

**Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding** **3–4**

There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, Interpretation A is convincing in its praise of Stalin's industrialisation which was based on Five Year Plans and achieved an enormous increase in production of steel, electricity and farm machinery.

**Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding** **1–2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, Interpretation A is convincing because Stalin did defeat enemies of the USSR during the Second World War. Interpretation B is convincing about Stalin's use of terror and purges; Stalin murdered his opponents and forced people to admit to being traitors in 'Show Trials'.

**Students either submit no evidence or fail to address the question** **0**

**0 4** Describe two problems faced by people in the USSR during the Second World War. **[4 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a)**  
**Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)**

**Level 2:**      **Answers demonstrate knowledge and understanding** **3–4**

Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.

One problem was that the German advance in 1941 was so successful that Stalin ordered factories to be relocated further east out of reach of the German armies.

Another problem was that Stalin persecuted national groups within the USSR that may welcome liberation from Soviet rule by the Nazis.

**Level 1:**      **Answers demonstrate knowledge** **1–2**

Students demonstrate relevant knowledge about the issue(s) identified which might be related.

For example, millions of people died defending Stalingrad. Huge areas of land were destroyed when Stalin ordered a ‘Scorched Earth’ policy.

**Students either submit no evidence or fail to address the question** **0**

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In what ways were the lives of people affected by Stolypin’s policies?

Explain your answer.

**[8 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target**      **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**  
**Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)**

**Level 4:**      **Complex explanation of changes**      **7–8**  
**Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, the impact on people varied according to class. Although he termed his approach as ‘carrot and stick’ the benefits were restricted to the already advantaged members of society. Those who believed in the October Manifesto and hoped the new Duma would transform Russia were disappointed that Stolypin upheld the status quo.

**Level 3:**      **Developed explanation of changes**      **5–6**  
**Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question**

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, Stolypin improved the economy by increasing industrial and agricultural production. The Kulaks who were able to buy land created larger and more efficient farms. Capitalists benefited from industrial profits. This created a better standard of living for the wealthy people in the USSR.

For example, the peasant classes saw no benefit from Stolypin’s reforms. The majority of peasants lived and worked in poor conditions with low wages because the communes were inefficient.

<b>Level 2:</b>	<b>Simple explanation of change</b> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b>	<b>3–4</b>
	<p>Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to <b>one</b> of the identified changes.</p> <p>For example, he gave brutal punishments to opponents of the Tsar. Many people were hanged. This was called ‘Stolypin’s necktie’.</p>	
<b>Level 1:</b>	<b>Basic explanation of change(s)</b> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b>	<b>1–2</b>
	<p>Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.</p> <p>For example, he allowed wealthy peasants to buy land.</p>	
	<b>Students either submit no evidence or fail to address the question</b>	<b>0</b>

**0 6**

Which of the following was the more important reason for the success of the Bolshevik revolution in October/November 1917:

- Russia’s problems
- the leadership of the Bolsheviks?

Explain your answer with reference to **both** bullet points.

**[12 marks]**

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

**Target Explain and analyse historical events and periods studied using second-order concepts (AO2:6)  
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)**

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

**Level 4: Complex explanation of both bullets leading to a sustained judgement  
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question** **10–12**

Extends Level 3

Students may progress from a developed explanation of causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, both factors contributed at different stages to the success of the revolution in October/November 1917. The pre-existing problems and lack of support associated with Kerensky’s Provisional Government meant it could not defend itself against the strength and organisation of Trotsky’s Red Guards once the Bolsheviks had seized control of Petrograd in November 1917.

**Level 3: Developed explanation of both bullets  
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question** **7–9**

Extends Level 2.

Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.

For example, the Provisional Government was weak and had little support. There had been repeated attempts to remove it from power. The protests by soldiers and sailors during the July Days and the Kornilov Affair showed that the government was not secure.

For example, the Bolsheviks were well led by Lenin; his April Theses offered a clear plan of action involving the overthrow of the Petrograd Soviet. They gained support because they had a very effective propaganda message of offering 'peace, bread and land'.

**Level 2: Simple explanation of bullet(s)** **4–6**  
**Answer demonstrates specific knowledge and understanding that is relevant to the question**

Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example, the Provisional Government was unpopular; they did not address Russia's problems. They refused to distribute land to the peasants or to end Russian involvement in the war. It was a temporary organisation made up of many different parties that could not agree on policies.

**Level 1: Basic explanation of bullet(s)** **1–3**  
**Answer demonstrates basic knowledge and understanding that is relevant to the question**

Students recognise and provide a basic explanation of one/both bullet points.

For example, the Russian people were desperate for change. Russian defeats in the war had caused discontent and food shortages in the cities.

The Bolsheviks takeover of Petrograd was carefully planned by Trotsky.

**Students either submit no evidence or fail to address the question** **0**