

Examiners' Report
June 2018

GCE History 8HI0 1E

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Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this, the third year of the reformed AS Level Paper 1 Option 1E: Russia, 1917-91: from Lenin to Yeltsin.

The paper is divided into three sections. Section A comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting the second order concepts of cause and/or consequence. Section B offers a further choice of essays, targeting any of the second order concepts of cause, consequence, change and continuity, similarity and difference, and significance. Section C contains a compulsory question which is based on two given extracts. It assesses analysis and evaluation of historical interpretations in context (AO3). Candidates in the main appeared to organise their time effectively, although there were some cases of candidates not completing one of the three responses within the time allocated. Examiners did note a number of scripts that posed some problems with the legibility of hand writing. Examiners can only give credit for what they can read.

Of the three sections of Paper 1, candidates are generally more familiar with the essay sections, and in sections A and B most candidates were well prepared to write, or to attempt, an analytical response. Stronger answers clearly understood the importance of identifying the appropriate second order concept that was being targeted by the question. A minority of candidates, often otherwise knowledgeable, wanted to focus on causes and engage in a main factor/other factors approach, even where this did not necessarily address the demands of the conceptual focus. Candidates in the main were able to apply their knowledge and understanding in a manner suited to the different demands of questions in these two sections, in terms of the greater depth of knowledge required where Section A questions targeted a shorter-period, as compared to the more careful selection generally required for the Section B questions covering a broader timespan.

Candidates do need to formulate their planning so that there is an argument and a counter argument within their answer; some candidates lacked sufficient treatment of these. The generic mark scheme clearly indicates the four bullet-pointed strands which are the focus for awarding marks and centres should note how these strands progress through the levels. Candidates do need to be aware of key dates, as identified in the specification, and ensure that they draw their evidence in responses from the appropriate time period.

In Section C, the strongest answers demonstrated a clear focus on the need to discuss different arguments given within the two extracts, clearly recognising these as historical interpretations. Such responses tended to offer comparative analysis of the merits of the different views, exploring the validity of the arguments offered by the two historians in the light of the evidence, both from within the extracts, and candidates' own contextual knowledge. Such responses tended to avoid attempts to examine the extracts in a manner more suited to AO2, assertions of the inferiority of an extract on the basis of it offering less factual evidence, or a drift away from the specific demands of the question to the wider taught topic.

Question 1

On Question 1, stronger responses targeted the reasons for the purges of the 1930s in the Soviet Union and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (Stalin's personality) and a range of other factors (e.g. the role played by the central party administration and the NKVD, the drive to raise industrial productivity and real threats to Stalin's position). Judgements made about the relative importance of Stalin's personality were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a limited analysis of the reasons for the purges of the 1930s in the Soviet Union. Low scoring answers also often lacked focus on causation or were essentially a narrative of the Soviet Union in the 1930s. Where some analysis using relevant knowledge was evident, it was not developed very far (e.g. one aspect of the stated factor such as Stalin's paranoia). Furthermore, such responses were often brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

SECTION A

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1

Question 2

CRITERIA =
Citizens

Stalin's Personality

- Paranoid, within party.
- Totalitarian
- Zinoviev, Trotsky, ...

Control + \rightarrow Industrialisation

- Gulags - 5 yr Plans
- Secret police responsibility
- Ideology.

Stalin's personality can be argued that it was the main reason for the purges in the 30's to a certain extent, this is can be seen through his totalitarian leadership of being paranoid as he wanted to be the only source of authority. The purges of the 30's consisted of show trials within the party and externals (people such as citizens). However Stalin's purges could be argued that they occurred to secure control of the communist ideology and to help industrialisation of the economy.

Stalin became the head of the party in 1928 and became extremely paranoid of others that opposed his authority as he wanted to be the central power in the USSR. Due to his paranoia and own personal benefit Stalin

(Section A continued) Conducted purges so anyone who was seen as a threat internal of the party or external would be abolished. In his purges carried out by the NKVD (the secret police). In show trial 16 in 1936, he saw Zinoviev as a threat resulting into him being shot due to him conflicting his ~~id~~ with Stalin's ideas and policies. This is a huge reflection of Stalin's paranoia as he would refuse people to challenge him and his power. § In 1937, show trial 17 occurred which the execution of Trotsky and his supporters happened. This was ^{sig.} quite significant in representing Stalin's selfish centralised cult of personality due to the fact that Trotsky was seen as a 'war hero' for winning ~~over~~ the civil war in 1921. As Trotsky was liked and respected by Lenin and Stalin manages

Trotsky occurred, this was even more of supporting evidence of Stalin's cult of personality. Another factor of the purges in the 30's is that Stalin tried to get Trotsky purged and blamed him for the murder of Kirov however the party didn't let that happen and Trotsky was excited.

(Section A continued) This is a big representation of Stalin's cult of personality as it shows that Stalin was ^{paranoid and also} selfish. ~~and~~ As Trotsky was highly supported during Lenin's time in being a 'war hero' due to him helping win the civil war he was respected and liked even by Lenin himself and this significantly shows ~~a~~ that Stalin was paranoid and ruthless ^{and} ~~is~~ almost could say weak due to his fear of others such as Trotsky.

Furthermore, Purges in the 30's also took place within the red army. ~~an~~ over 20,000 red army men were killed along with around 8 or 9 senior officers due to Stalin's personality. This represented Stalin's ~~an~~ paranoid cult of personality as he didn't want the army to fight him, and take over his 'only source of authority'. It could also be argued that this makes Stalin's personality look weak, this can be highlighted due to killing anyone who has a chance to overtake him. In addition to this, his Purges in the secret police were conducted. ~~Prisons~~ ~~Yezhov~~ Yagoda

(Section A continued) Was shot due to his growing power of the secret police. Stalin seemed manipulative and due to the yagodas efforts put in to follow Stalins orders and then shot after the growth of power.

Stalins personality hugely represented his manipulation in this as he would it was like he was 'always watching his back' ~~increase~~ and manipulating people until their duty was done. This can also explicitly high lights his ruthlessness of leader. Therefore all purges were a huge mirrored image of Stalins worry and paranoia of a leader, making it the main reason.

However, it could also be seen that Stalins Purges were not due to the main reason of his of his personality. ~~B~~ As Stalin followed from Lenins centralised communist idea he implemented this during his leadership. It can be seen that Stalins Purges in the 30's were all about controlling the people and to make them follow the ideology of communism. Implied excessive ~~pa~~ fear over the citizens through scape goats such as ~~the~~ people in higher power

(Section A continued) like the Red army and officials in the army would create an atmosphere of terror where citizens would not try to challenge or judge Stalin or ~~the~~ his policies but would just have to deal with them which results in people following the ideology that was being implemented. The ~~As the~~ ~~pure~~ Show trials were a significant factor in this as they were put in public view so they knew what would happen regarding challenging the party. ~~Due to~~ In addition to this, the ~~terror~~ ~~was~~ ~~or~~ purges in the 30's also made it easier for Stalin to industrialise. The fear ~~in the~~ among the people in the Soviet Union could made workers work long hours and little pay with out complaining therefore allowing Stalin to reach his goal. Gulags through out the 30's were rapidly expanding and almost making them similar to the fear that the purges had implied also making ~~pe-~~ the citizens work hard to ~~improve~~ economy and follow ideology. Therefore it can be shown that Stalin's main reason for the purges in the 30's were due to keeping the people in

(Section A continued) line with following the ideology and industrialisation through his 5 year plans.

To conclude, Stalin's personality was a huge reason to the ~~the~~ contribute of the ~~the~~ purges in the 30's as he was paranoid and wanting to be the only source of authority but then it could be argued that the purges were also implemented for ideological and industrial purposes. But it is clear to say that Stalin's cult of personality gave him a strong identity of leader and separated him from others.



ResultsPlus
Examiner Comments

This response was placed in Level 3 because: (1) it offers some analysis of the reasons for the purges of the 1930s in the Soviet Union and has a sound focus on causation, (2) reasonable depth of knowledge is used to develop the stated factor (Stalin's personality) although more could be said about other causal factors, and (3) a judgement is reached in the conclusion and the answer is organised.



When planning your answer to a support / challenge question make sure you have a good balance of key points on either side of the argument, or be prepared to argue, support and challenge within each key point.

Question 2

On Question 2, stronger responses targeted the reasons for the decline of the Soviet economy in the years 1964-85 and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (the failure of central planning) and a range of other factors (e.g. the regime-worker 'social contract', problems associated with the agricultural sector, the economic drain of the Soviet empire and the dominance of the military-industrial complex). Judgements made about the relative importance of the failure of central planning were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. There was also a fair depth of knowledge applied to analysis. Judgements in the main were reasoned and thus considered criteria. The answers were clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a limited analysis of the reasons for the decline of the Soviet economy in the years 1964-85. Low scoring answers also often lacked focus on causation or were essentially a narrative of the period under discussion. Where some analysis using relevant knowledge was evident, it was not developed very far (e.g. a limited focus on one or two aspects of central planning). Furthermore, such responses were often brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

The political and economic circumstances in Russia in 1928 appeared to necessitate rapid change in economic policy for a number of reasons. The 1927 war ~~was~~ ^{scarce}, and the nature of Marxist ideology, assuming as it did an inseparable relationship between capital and war, encouraged support for rapid industrialisation to ensure Russia was economically developed enough to survive against her enemies. (As Stalin famously proclaimed, 'We are fifty to a hundred years behind the advanced countries... We must make good this distance in ten years... or we will be crushed.') Economically, the scissors crisis, which thus far was being solved by cutting industrial prices, meant that the urban centres of Russia faced food shortages and low wages while the peasants 'got rich'. This crisis, crucially, stoked opposition to the New Economic Policy, viewed as a concession to the peasantry who were holding the ~~government~~ ^{government} to ransom (thus their inability to procure enough grain for industrial development, leading to the grain procurement crisis) at the expense of the proletariat. In addition to these problems

(Section A continued) with industrial development, Russian agriculture itself was still extremely backward; the least productive of all the major European countries and with 74% of its crop hand-sown and 44% hand reaped. It was viewed that for there to be a revolution in industry, there must be a revolution in ~~agriculture and industry. How far collectivisation~~ ~~and the five year plans~~ agriculture - therefore to assess Stalin's economic policies one must examine both the agricultural and industrial. How far collectivisation and the five year plans solved Russia's purely economic problems is debatable, but there is no doubt that as a political instrument it was incredibly successful for Stalin and the party (although far less so for the peasantry and the ~~proletariat~~ proletariat) crushing the resistance which had brought about the concessions of the NEP, and consolidating ~~to~~ state control over the country side.

Collectivisation of farming came at a devastating cost to the economy and in terms of lives. The policy of forced formation of the kolkhoz, was met with stubborn resistance from the peasants, who burned crops and slaughtered their

(Section A continued) animals and maize rather than hand them over to the government. 46% of cattle, 47% of horses and 65% of sheep in agricultural Russia were lost in this way, and neither the numbers nor the Russian diet recovered their numbers until the 1950s. Despite the far lower grain harvest government quotas for grain procurement remained the same and the amount recovered increased after requisitioning was reintroduced. This, of course, meant the peasantry had to make up the deficit of grain by starving. The resulting famine caused and exacerbated by government policy, killed around six million people, mostly in the Ukraine and some surrounding regions (e.g. the Volga). The USSR gained little economically from this; although it continued to export grain throughout the famine, the Great Depression had lowered prices considerably and so the capital raised was limited, and the policy ineffective at finding foreign machinery for industrial development. Collectivisation also did little to increase the efficiency of agriculture - the most effective (richest) peasants, the kulaks, had either been liquidated or deported to Siberia where they died of exposure, or had fled to towns (around six million peasants were urbanised during this period); the fabled tractors were largely

(Section A continued) unused except for in propaganda films and Russian productivity was actually lowered for a time.

Although from the perspective of the peasants, much of whom were expropriated, murdered or starved by the policy, there was little if any benefit (even the diet of the urban population suffered, meaning the proletariat, who were supposedly to be the beneficiaries whereas with the NEP they were the sacrifice), for the Communist Party and Stalin himself it represented a political victory, over the countryside for 'socialism', and against the right-wing opposition in the party. It created in the form of, for example, Machine Tractor Stations and the kolkhozy and sovkhozy, a definite party presence in the countryside through which the peasantry could be controlled (and crushed). The use of collectivisation policy against all manner of enemies is apparent - the disobedience of the Ukrainians nationalistic in particular; with travel out of the Ukraine ~~banned~~ (the introduction of internal passports strengthened state control of movement), ~~and~~ as well as relief operations (since as far as the state was concerned no famine was occurring).

(Section A continued) The result of Stalin's economic policy here was the establishment and consolidation of Party control over the part of Russia it had previously failed to conquer. Presented by the Government as a war against the countryside, collectivisation 'broke' the peasantry. It was regarded as a solution to the concessions both to the country, and capitalism that was the New Economic Policy, and to the party members, who espoused it (e.g. Bukharin, later purged). As a great political victory for Stalin it made his position as a leader more secure.

Despite the failure of agricultural policy to raise any significant benefits for industrial ~~development~~ development, the Five Year Plans did see remarkable output increases in heavy industry - coal, iron and steel, electricity. State control over the labour environment meant that the drive to meet the plans' targets turned into a culture of productivity - work was rewarded by production rather than by hours, and the Stakhanovite movement (which, while ~~some~~ ^{of some} superficial benefit to workers in elevating their status in Soviet mythology, was probably outweighed by their appalling working and living conditions) was an example of the way in which the Soviets used propaganda to effect change.

(Section A continued) in the social world of the factory.

The social and cultural obsession with industrialisation benefited the party and Stalin by providing it with a framework from which to direct the country to a stated goal, creating and encouraging motivation and devotion to work, to the state and to the party. State propaganda finishing this mythological miracle of development would often resort to falsehoods - for example, claim machinery output had quadrupled over a period when growth in steel and pig iron was not ~~clearly~~ nearly enough to make this possible, or declare the first Five Year Plan targets met early when they had all been missed - to bolster its own image and exaggerate its achievement. However ~~these~~ 'growth was uneven and many areas, for example consumer goods, were neglected - 80% of investment in heavy industry (this resulted in very poor living standards for workers; rationing was common). It is also debateable how far the Five Year Plans were successful in increasing production - figures for overall industrial production do not in fact show any marked increase between the NEP period and the first two Five Year Plans (though the rate of growth increased by about 23%

(Section A continued) in the first few years. Other actions by the state also - wittingly, or unwittingly - sabotaged the efficiency and success of industrial development policy. The extensive scapegoating of skilled engineers and managers in the factories (when, for example, poorly built machinery or machinery imported and used without proper training, went wrong, or when a factory missed its targets) by making them personally and criminally responsible for failures and missed targets gutted the sector of large numbers of the only people who knew what they were doing (although it usefully deflected criticism of the party or the policy itself as the reason for failures), while employment instability meant workers continually changed jobs and they did not develop specialised skills. The speed of construction and development encouraged meant that safety and maintenance were neglected; in Magnitogorsk, for example, intended to be a utopian 'workers' city', was extremely poorly built and almost uninhabitable, as well as incurring huge casualties in construction. This fault was also visible in the mechanisation of agriculture; tractors were poorly maintained and peasants often had no idea how to run them.

Overall, whilst the Five Year Plans saw substantial

(Section A continued) and undeniable progress in industrial production, the big picture was far bleaker in agriculture. Since Stalin's economic policy as a whole rested on the horrendous failure (economically) of collectivisation, no matter the political benefits, one cannot help but ~~wonder~~ ^{conclude} that the costs largely outweighed the benefits. It is arguable that the industrial 'revolution' was indeed a necessary and crucial aspect of ~~Soviet~~ ^{Soviet} policy, and that had the NEP continued for another 25 years as Bukharin advocated, the Soviet Union would have been completely unable to have won the Great Patriotic War. However, it is also ~~arguable~~ ^{arguable} that given the massive human cost (later Soviet policies designed to alleviate the massive population loss of the war, which placed punitive taxes on those ~~with~~ with fewer than two children and outlawed abortion, may ~~the 1920s of~~ ~~collectivisation, that it was simply~~ well have been less or unnecessary had millions of Russians not been slaughtered or starved during the 1930s) of collectivisation, that it was simply not worth it. The benefits for Stalin, however, who would become the undisputed dictator of the USSR, and the Party, who finally consolidated their control over the country, are undeniable



This response was awarded Level 1 because it focused almost entirely on the wrong time frame. Instead of considering reasons for the decline of the Soviet economy in the years 1964-85, the candidate concentrated on economic developments in the inter-war and immediate post-war periods, presumably due to either misreading the question or failing to revise post-war Soviet economic developments. Consequently, almost all of the answer is irrelevant bearing in mind the question set.



If you use the key phrases from the question throughout your essay, including the specified time frame, this will help you to write a relevant analytical response.

Question 3

On Question 3, stronger responses offered an analysis of the similarities and differences in Soviet policy on religion in the years 1953-85 and included an analysis of the relationships between the key issues and concepts required by the question. Sufficient knowledge was used to develop the similarities/differences in Soviet policy on religion during these years (e.g. Khrushchev, Brezhnev and Andropov all pursued policies designed to restrict the activities of religious groups, Khrushchev's anti-religious policies were more severe than those of his successors, Brezhnev made limited concessions to religious groups) with a consistent focus on the second order concept. Judgements made about the differences and similarities were reasoned and based on clear criteria. High scoring answers were also clearly organised and effectively communicated. Weaker responses tended to offer limited knowledge of the similarities and differences in Soviet policy on religion in the years 1953-85, or largely narrative accounts of Soviet policy on religion with little focus on similarity/difference. Where some analysis using relevant knowledge was evident, it was not developed very far or was offered only on one narrow aspect of the question (e.g. the restrictions on religion imposed by Khrushchev). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

SECTION B

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: **Question 3** **Question 4**

plan: religion 1953-85

Stalin - reopening churches national identity Khrushchev - closed all churches

friendly with Islam - pragmatic

anti-church, beginning of Stalin

WW2 - comforting soldiers

Brezhnev - spread atheism instead

↳ women targetted 2/3

Stalin similar with Khrushchev (just his beginning) - Brezhnev more peaceful?

In the years 1953-85, the Soviet leaders pursued various policies on religion. At the earlier periods Khrushchev's policies are similar to Stalin's however due to their circumstances their policies differed vastly. On the other hand there was Brezhnev who took the opposite side of the spectrum in his approaches.

Under Stalin in his early years he treated religion with suspicion as it was a threat to his power, with the idea of God as his competition. Therefore during this time there was repression and bloodshed, one of the Archbishops was murdered in Moscow. However circumstances changed and it led to a more pragmatic approach, he wanted to improve relations with Islam for diplomatic purposes and so he claimed it compatible with socialism. Despite the brutality that he pursued onto churches he struck a deal with them during World War Two as the soldiers found comfort in that they would be welcomed into heaven. The Russian Orthodox church was also part of the national identity it was emphasising during this time and it was only natural that they would come together. He agreed that churches would be re-opened after the war which resulted in around 414.

(Section B continued) being reopened and the church urged Christians to fight for their motherland and that Stalin was God's chosen leader. Stalin pursued a more tolerant policy towards the church due to the circumstances that called for it, Khrushchev by contrast reverted to a more brutal and less tolerant approach.

During the period of Khrushchev's rule religion was not vastly tolerated, many priests and religious people were discriminated. The churches reopened during WW2 were closed, religious education was taken out of the school curriculum and banned. Religious schools were also closed which meant children sometimes were uneducated due to their faith. Mosques were also damaged or destroyed as an act against Islam, all religious tolerance had been revoked. Propaganda against the church was re-established. He used his space programme to further this, quoting Yuri Gagarin and the first women in space, that on going into space they found no heaven or God in attempt to attack religion and change people's views and beliefs. Khrushchev's policy reflected similarities to Stalin's early years and fortunately was not pursued by Brezhnev who took a more peaceful approach despite its ineffectiveness.

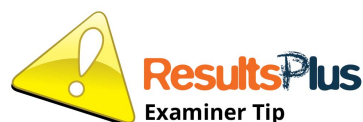
Brezhnev ended the brutality towards religions therefore propaganda took a new turn and churches weren't being closed any further. Instead Brezhnev attempted to spread atheism through propaganda and schools, where teachers were encouraged to teach and discuss it with students. A lot of policies also targeted women as 2/3rds of church goers were women, he was worried that women would teach and pass on their beliefs to their children. A campaign against nuns also took place as it was 'unnatural' because women's 'natural' duties were to be mothers and wives. In spite of his attempts religious believers did

(Section B continued) not decrease, remaining at a stable 20%. * There was also campaigns against Islam and their beliefs disrupting sex equality as it violated the rights of women. Therefore his approach stuck out very differently to the other leaders and their pursuits.

In conclusion, the Soviet leaders all had very different ways to pursue their policies on religion. Stalin started with a similar brutality to Khrushchev but the situation meant his approach had to be more tolerant. As Khrushchev and Brezhnev had very different ways of pursuing religion, they both had a common goal of being rid of religion. However all leaders took their very own pursuits with practically no similarities in doing so.



This Level 2 response exhibits some of the shortcomings of lower scoring answers: (1) it offers limited analysis of similarity/difference regarding Soviet leaders' policies on religion in the years 1953-85, (2) the candidate's own knowledge reveals limited range and depth (e.g. nothing is offered on Andropov), and some of the analysis is outside the specified time frame (3) an overall judgement is given but because of the limitations noted above it lacks proper substantiation.



You will be expected to offer detailed knowledge to support your arguments. Check the specification so you know what is required.

Question 4

On Question 4, stronger responses targeted how far government educational policy improved the lives of the Soviet population in the years 1917-85. These also included an analysis of relationships between key issues and a focus on the concept (change/continuity) in the question. Sufficient knowledge to develop the argument was demonstrated too (e.g. eradication of illiteracy, development of Soviet adult and higher education, lack of state funding, discrimination regarding education for females, ideological curriculum content, educational inequalities favouring children of the Soviet white-collar and managerial elite). Judgements made about the extent of change and continuity regarding improvements due to government educational policy were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a limited analysis of the extent to which government educational policy improved the lives of the Soviet population in the years 1917-85. Low scoring answers also often lacked focus on change/continuity or were essentially a description of Soviet educational policy during the period under discussion. Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. just a focus on educational policy under Lenin or Stalin). Furthermore, such responses were often brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Chosen question number: **Question 3** **Question 4**

From 1917-85 the educational reforms introduced improved the lives of the Soviet population. However, ~~education was also used~~ Education tackled three aims: creating a skilled workforce, defeating illiteracy, and providing free and equal education. However, the aims encountered difficulties and some failures which hindered improvement made to people's lives.

Firstly, a main aim of education was to create a skilled workforce. This meant that once people left education they would be able to find employment in which they are prepared for. This aim was not met under Lenin ~~but~~ as his reforms focused on making education more equal and Socialist - such as encouraging students to challenge the teachers if their views were not Socialist enough. This led to a diminishment of control, something Stalin rebuffed by introducing strict, militaristic discipline within schools. This form of treatment prepared students for the necessary attitudes that would be expected in the workplace, as dissident workers were shot or sent to gulags. Khrushchev later tried to remove strict punishment in schools, however only 65% of schools complied. Brezhnev, who was a Stalinist, allowed for this discipline to continue as he shared the same ideology of Stalin. Furthermore, Stalin introduced labour reserve schools to train young people with

(Section B continued) The skills needed to work in industry. This helped build the percentage of skilled workers. Moreover, Khrushchev later introduced the 1958 Education and Curriculum reform, meaning less academic students were encouraged to take more vocational subjects and participate in industrial apprenticeships. This also helped increase the number of skilled workers.

However, some historians argue that did not improve the lives of the Soviet people, due to students not always wanting to take vocational subjects; therefore, they were forced into decisions they did not like. Although, these decisions benefited the people as it provided them with necessary skills to work in industry, otherwise they would have faced ~~unemployment~~ low-skilled employment, which was more manual and labor intensive. Therefore, educational reforms that helped create a skilled workforce helped improve the lives of Soviet people in the long-term as it provided them with necessary skills for employment.

Furthermore, educational reforms aimed to end illiteracy. This would help improve the lives of people as it would increase their skills and allow them to read newspapers or communicate via letters, and ultimately open up more opportunities for them. Lenin's key aim was to "liquidate illiteracy", which he did not get to see before his death in 1924; however the following year saw that 100% of the Red Army was literate, compared to the 50% literate in ~~1918~~ 1918. This highlights a success in defeating illiteracy as it meant it could be further achieved on

(Section B continued) a larger scale than the Red Army. This is seen later on as in 1939 94% of urban populations were literate, and 86% of rural populations were literate. This reflects a large success in the aim to defeat illiteracy as, although literacy levels are not at 100%, they are very high and demonstrate clear improvements. However, some historians may argue that defeating illiteracy was not a success as the USSR missed the deadline in which they set to defeat illiteracy. The deadline was moved from ~~1927~~ 1927 (the ten year anniversary of the USSR), to ~~the~~ 1933. This highlights the inability of the USSR to deliver on its aims. *

Although, this is not as significant as the improvement made to the percentage of literate people as although illiteracy was never completely defeated, the levels of literacy reached high percentages, therefore highlighting a large percentage of literate people, meaning they possessed skills that would help improve their lives - either through written communication, reading, or certain employment.

Moreover, educational reforms also aimed for everyone to have an equal education. This was first proposed by Lenin as he ~~was~~ made education compulsory for everyone aged 7-17. Lenin also pledged to make education free, however small tuition fees did still remain in some schools. This highlights inequality in education as kids in rural areas were more likely to work instead of pay for an education, therefore they did not receive the same teaching or treatment as kids in urban areas. This was reflected in 1939 as 94% of urban populations were literate, whereas only 86% of rural

(Section B continued) populations were literate. This demonstrates how education was unequal as urban populations received better education as there was less incentive to work.

However, some historians may argue that the literacy rates in rural areas were already below urban rates, meaning the difference in the 1939 levels of literacy do not reflect inequality in education. Although, rural areas had less resources than urban areas, such as textbooks and pencils. Therefore, this inequality in resources could have influenced literacy rates and highlighted the inequality in education. Therefore, the inequality in education may have led to a decline in improvement in people's lives, people still did receive an education, therefore their lives were still improved, just the level of improvement differed within the Soviet population.

Overall, it must be seen that education improved the lives of the Soviet population from 1917-85 as it provided people with necessary skills that would help them out in later life. However, some historians may argue the inequality in education and the failure to completely eradicate illiteracy led to a decline in improvement of the people as others received better skills. This is outweighed by the significance of people receiving an education which ultimately taught them skills that they could use in later life, which may not have been completely equal, but still had an overall improvement on the Soviet population.



This Level 4 response possesses several strengths, namely: (1) it targets the extent to which government educational policy improved the lives of the Soviet population in the years 1917-85 (2) sufficient own knowledge is brought in to assess the extent of improvement (e.g. the creation of a skilled workforce, narrow curriculum, reduction in illiteracy, rural-urban differences in educational provision), and (3) a reasoned judgement is reached in the conclusion based on the criteria developed in the analysis.



Higher level responses tend to offer clear reasoning and justification based on 'consideration of criteria'. This need not be laboriously laid out in generic terms. In this question, candidates justified 'improved' or 'did not improve' by referring to criteria such as literacy levels and rural-urban differences.

Question 5

On Question 5, stronger responses were clearly focused on the extracts, and possessed the confidence and understanding to develop an extract-based analysis of how far the Soviet Union collapsed because of the role played by Boris Yeltsin. Higher scoring answers offered some comparative analysis of the two extracts, and used own knowledge effectively to examine the merits/validity of the views presented. Stronger responses were also focused on the precise question (the role played by Boris Yeltsin), rather than the general issue of the fall of the Soviet Union, and put forward a reasoned judgement on the given issue, referencing a range of other views given in the extracts (e.g. Gorbachev's reforms and the impact of nationalism). Weaker answers tended to show some understanding of the extracts and attempted to focus on how far the Soviet Union collapsed because of the role played by Boris Yeltsin. Such responses, however, demonstrated limited development by relying on a basic 'Yeltsin versus Gorbachev' approach. At the lower levels, basic points were selected from the extracts for illustration and comparisons made between the two extracts were fairly rudimentary. Less able candidates sometimes also relied almost exclusively on the extracts as sources of information about Yeltsin's role and/or other factors. Others made limited use of the two extracts and attempted to answer the question relying largely on their own knowledge. Moreover, in lower scoring responses, the candidate's own knowledge tended to be illustrative (e.g. just tacked on to points from the extracts) or drifted from the main focus of the question. Furthermore, these answers were often brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

- 5 Historians have different views about the reasons for the fall of the Soviet Union. Analyse and evaluate the extracts and use your knowledge of the issues to explain your answer to the following question.

How far do you agree with the view that the collapse of the Soviet Union came about because of the role played by Boris Yeltsin?

(20)

There are numerous factors that historians have attributed the fall of the ~~Soviet~~ Soviet Union to, due to the dramatic speed of its collapse. Extract 1 argues that it is due to the role ~~of~~ played by Boris Yeltsin that the USSR came to an abrupt end. However, Extract 2 argues that it was the drastic and failed economic reforms of Gorbachev, namely Perestroika, that were responsible. Overall it must be seen that Extract 2 it was Gorbachev's economic reforms that bred instability, discontent, and ultimately the fall of the Soviet Union.

Boris Yeltsin became a formidable opponent to Gorbachev ~~and~~ in the ~~or~~ early 1990s, and was a significant component of the collapse of the USSR. Extract 1 ~~reference~~ refers to Yeltsin as being "strengthened by his new status" and names his presidency as a significant event. This undoubtedly is a key example of his power and popularity with the people. Another example can be seen a year earlier, when Yeltsin was elected General Secretary of the Moscow ~~discussion~~ committee,

(Section C continued) with an overwhelming 89% of the vote.

Yeltsin's popularity outside of the party was a significant threat in the side of the Communist Party, which he had resigned and then been removed from at an earlier point. His ascension to presidency further undermined the influence and power of the party over Russia, the largest state in the Soviet Union. Furthermore, Yeltsin's role in the August Coup solidified his public approval far above that of Gorbachev. Extract 1 states that Yeltsin "was rightly seen as the hero of the hour". The role of Yeltsin was indeed heroic, as he led the opposition against the coup and even convinced the army to side with the protesters. In his famous speech atop a tank, Yeltsin called for the people to defend "Defend democracy" and form a human chain around the Russian White House. It was this heroic and daring effort that gained Yeltsin overwhelming support from the people and completely undermined the authority of both Gorbachev and the soon to be dissolved communist party. Extract 2 also illustrates the antagonism that Yeltsin brought to the Communist Party in his earlier years, acknowledging that Gorbachev "~~often chose reformers who had no serious commitment to reform~~" describing ~~of~~ Yeltsin as an "energetic reformer" in contrast to a "traditional communist", referring to the opposition that he frequently displays.

(Section C continued) towards Gorbachev, such as verbally assailing him in a televised meeting in the late 1980s. Therefore, although Yeltsin played an integral part in the fall of the Soviet Union, it was the mistakes of Gorbachev which generated the discontent necessary to drive populants.

The mistakes of Gorbachev were not small in number, and ~~the~~ some of the most significant errors can be seen in his economic reforms. One of his later reforms, the law on State Enterprises, introduced many capitalist elements to the economy which had not been seen since the NEP. Such elements include private trade and profit, which Extract ~~3~~² refers to as "the disintegration of the Communist system". Profiteering resulted in private workers often earning 2-3x as much as state workers, creating inflation to such an extent that rationing had to be re-introduced for the first time since WWII. Both the people and the party turned on the liberal reforms offered by perestroika from both the conservative and liberal sides of the party. Right-wing stalwarts, including "many Senior Soviet figures" were, as described by extract 2, "shaken" by Gorbachev's flirtation with a capitalist economy. On the other hand, the young reformers appointed by Gorbachev were angry with the slow pace of the reforms, in addition to the indecision of Gorbachev regarding the direction he

(Section C continued) wanted to take the economy in. It was Gorbachev's reluctance to be fully committed to reforms which triggered the rise of Yeltsin, who not only called for a free market ~~to~~ but also for dramatic political reforms such as democracy and capitalism. Therefore, Gorbachev's hesitance and lack of confidence in his economic reforms that created an unstable Soviet economy and prompted the rise of significant opposition that would contribute to the fall of the Soviet Union.

Overall it must be seen that although Boris Yeltsin played a significant role in the Soviet Union, the opportunity for his seizure of power only occurred due to the failed economic reforms of Gorbachev. Some historians may argue that Yeltsin was the most significant factor in the SU's fall due to his calls for rationalism and refusal to support the communist party. However, if Gorbachev's economic reforms had not created such discontent among the party and the people, he would have never been presented with the opportunity to become a leading member of the opposition.



This Level 4 response possesses several obvious strengths, namely: (1) it offers a clear understanding of the extracts and uses this to develop an analysis of the competing views provided by Westwood and Service, (2) it uses own knowledge effectively to examine the strengths and weaknesses of these views, (3) it is focused on the precise issue (the role played by Boris Yeltsin) rather than the general controversy concerning the collapse of the Soviet Union, and (4) it offers a reasoned judgement on the given issue, which references the views discussed in the extracts.



Good responses often use the introduction to set up the debate, by identifying the main arguments offered by the two interpretations. This is then followed by an exploration of these arguments in the main analysis.

Paper Summary

Based on their performance on Paper 1 Option 1E, candidates are offered the following advice:

Section A/B responses

Features commonly found in candidates' responses which were successful within the higher levels were:

- Paying close attention to the date ranges in the question.
- Giving sufficient consideration given to the issue in the question (e.g. main factor), as well as some other factors.
- Explaining their judgements fully – this need not be in an artificial or abstract way, but rather a demonstration of their reasoning in relation to the concepts and topic they are writing about in order to justify their judgements.
- Careful focusing on the second-order concept targeted in the question.
- Giving consideration to timing, to enable them to complete all three questions with approximately the same time given over to each one.
- An appropriate level, in terms of depth of detail and analysis, as required by the question – e.g. a realistic amount to enable a balanced and rounded answer on breadth questions.

Common issues which hindered performance were:

- Paying little heed to the precise demands of the question, e.g. writing about the topic without focusing on the question, or attempting to give an answer to a question that hasn't been asked – most frequently, this meant treating questions which targeted other second-order concepts as causation questions.
- Answering a question without giving sufficient consideration to the given issue in the question (e.g. looking at other causes, consequences, etc., with only limited reference to that given in the question).
- Giving only a partial response, e.g. a very limited span of the date range, or covered the stated cause/consequence, with no real consideration of other issues.
- Making an assertion of change/causation, sometimes with formulaic repetition of the words of the question, with limited explanation or analysis of how exactly this was a change/cause of the issue within the question.
- Not reaching a judgement, or not explaining
- Answering with a lack of detail.

Section C responses

Features commonly found in candidates' responses which were successful within the higher levels:

- Candidates paying close attention to the precise demands of the question, as opposed to seemingly pre-prepared material covering the more general controversy as outlined in the

specification.

- Thorough use of the extracts; this need not mean using every point they raise, but a strong focus on these as views on the question.
- A confident attempt to use the two extracts together, e.g. consideration of their differences, attempts to compare their arguments, or evaluate their relative merits.
- Careful use of own knowledge, e.g. clearly selected to relate to the issues raised within the sources, confidently using this to examine the arguments made, and reason through these in relation to the given question; at times, this meant selection over sheer amount of knowledge.
- Careful reading of the extracts, to ensure the meaning of individual statements and evidence within these were used in the context of the broader arguments made by the authors.
- Attempts to see beyond the stark differences between sources, e.g. consideration of the extent to which they disagreed, or attempts to reconcile their arguments.

Common issues which hindered performance on Section C were:

- Limited use of the extracts, or an imbalance in this, e.g. extensive use of one, with limited consideration of the other.
- Limited comparison or consideration of the differences between the given interpretations.
- Using the extracts merely as sources of support.
- Arguing one extract is superior to the other on the basis that it offers more factual evidence to back up the claims made, without genuinely analysing the arguments offered.
- Heavy use of own knowledge, or even seemingly pre-prepared arguments, without real consideration of these related to the arguments in the sources.
- Statements or evidence from the source being used in a manner contrary to that given in the sources, e.g. through misinterpretation of the meaning of the arguments, or lifting of detail without thought to the context of how it was applied within the extract.
- A tendency to see the extracts as being polar opposites, again seemingly through expectation of this, without thought to where there may be degrees of difference, or even common ground.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

