



# Mark Scheme (Results)

Summer 2022

GCE History (8HI0/1E)  
Advanced Subsidiary

Paper 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

## 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
1	1-4	<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>
2	5-10	<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 question.</li> <li>• Mostly accurate and relevant knowledge is included, but it 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>
3	11-16	<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>
4	17-20	<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>

## 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	1-4	<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	5-10	<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 on the view is given, but with limited support and related to the extracts overall, rather than specific issues</li></ul>
3	11-16	<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	17-20	<ul style="list-style-type: none"><li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised 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 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>

## 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 on whether Bolshevik propaganda was the main reason for the establishment of Communist Party control over the Soviet Union in the years 1917-28.</p> <p>Arguments and evidence that Bolshevik propaganda was the main reason for the establishment of Communist Party control over the Soviet Union in the years 1917-28 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Bolshevik control of the press ensured that the population was targeted with cheap and readily accessible pro-communist propaganda, e.g. the mass circulation newspapers Pravda and Izvestiya</li><li>• From the early 1920s, Soviet radio broadcast a mixture of propaganda and music in public spaces and workplaces; this enabled the illiterate to receive and understand the regime's message</li><li>• The Bolsheviks used the arts and culture to secure popular endorsement of the new socialist society, e.g. Proletkult promoted an accessible proletarian culture based on collective values</li><li>• Lenin's personality cult was used successfully to increase support for the regime, e.g. Lenin's death in 1924 led to a wave of popular support that the Soviet regime was able to exploit.</li></ul> <p>Arguments and evidence that Bolshevik propaganda was not the main reason and/or other factors were the main reason for the establishment of Communist Party control over the Soviet Union in the years 1917-28 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Some aspects of Bolshevik propaganda were not effective in establishing communist control, e.g. avant-garde art was too sophisticated and obscure to mobilise popular support for the regime</li><li>• The Bolsheviks were pragmatic, making concessions in order to retain and extend their power, e.g. the Treaty of Brest Litovsk in 1918 and the introduction of the NEP in 1921</li><li>• The Bolsheviks created the Red Army as an effective fighting force, enabling the Communist Party to overcome domestic and foreign military threats during the civil war and extend its territorial control</li><li>• The Bolsheviks established the Cheka to combat counter-revolution and sabotage ruthlessly in order to retain political control, e.g. the Red Terror starting in 1918.</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 about whether Stalin's policies of economic modernisation were the main reason for his power in the USSR in the years 1928-53.</p> <p>The role played by Stalin's policies of economic modernisation in his power in the USSR in the years 1928-53 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Stalin's 'socialism in one country' (Five-Year Plans and collectivisation) was deemed more realistic than world revolution and this created a support base among the party rank and file and patriotic Soviet workers</li> <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 therefore preserve his rule</li> <li>• Collectivisation in the 1930s strengthened Stalin's hold on power by imposing greater economic and political controls over the peasantry, a key source of opposition to communist rule</li> <li>• The Fourth and Fifth Five-Year Plans successfully restored the Soviet economy after the dislocation of war (e.g. urban living standards improved from 1948), thereby stabilising Stalin's power.</li> </ul> <p>The role played by other factors/Stalin's policies of economic modernisation did not play a role in his power in the USSR in the years 1928-53 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Stalin relied heavily on terror, coercion and intimidation to retain power throughout this period, e.g. the purges of the 1930s and the use of similar tactics after 1945</li> <li>• Stalin's control over the media and his promotion of socialist realist art strengthened his power by motivating the committed with a vision of the USSR moving towards the 'perfect' socialist society</li> <li>• During this period, Stalin's increasingly extensive 'cult of personality' propaganda campaign reinforced his personal power and contributed to his popular image as the saviour of socialism and Mother Russia in 1945</li> <li>• Stalin's forced economic modernisation generated considerable popular opposition, e.g. state-imposed collectivisation led to famine in 1932-33 and many peasants resisted by destroying their farms and livestock.</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 view that the status of Soviet women changed little in the years 1917-85.</p> <p>Arguments and evidence that the status of Soviet women changed little 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 women's status had little real effect, e.g. the divorce decree of 1918 led mainly to male-initiated 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 and 10 per cent of congress delegates were women</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>Arguments and evidence that the status of Soviet women did change 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, representing a significant break with the past, e.g. decrees on marriage, divorce, abortion and equality (1917-18)</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 an improved status and were endorsed by the regime to encourage other women e.g. Valentina Tereshkova (first woman in space 1963).</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 the significance of the role of the secret police in sustaining the Soviet regime in the years 1953-85.</p> <p>Arguments and evidence that the role of the secret police was significant in sustaining the Soviet regime in the years 1953-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Throughout the period 1953-85, the essential role of the Soviet secret police remained highly significant: to protect the communist regime and neutralise internal opposition</li> <li>• The KGB's security role was enhanced by Article 70 of the 1960 Soviet criminal code which gave the secret police the wide-ranging remit to act against anything considered to be 'anti-Soviet agitation and propaganda'</li> <li>• During this period, the secret police played a significant role in limiting the influence of four key groups of critics – intellectuals, political opponents, nationalists and religious dissidents/refuseniks</li> <li>• Under Andropov (1967-82), the KGB employed more sophisticated techniques, including electronic surveillance and hospitalisation, to keep opposition groups small, divided and suspicious of each other.</li> </ul> <p>Arguments and evidence that the role of the secret police was less significant/other factors were more significant in sustaining the Soviet regime in the years 1953-85 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 significant 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 1953-85</li> <li>• Soviet control of the arts and culture was also deployed to establish popular endorsement of the USSR, e.g. censorship of experimental and abstract art under Khrushchev and Brezhnev</li> <li>• The beneficial impact of the expanding provision of social security benefits, housing and healthcare from the 1950s.</li> </ul>

	Other relevant material must be credited.
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## Section C: indicative content

Question	Indicative content
<b>5</b>	<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 view that the collapse of the Soviet Union came about because of Gorbachev's mistakes.</p> <p>Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.</p> <p>In considering the given view, 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>• One of Gorbachev's major mistakes was his pursuit of <i>perestroika</i> which led to a crisis of the Soviet economic system rather than to its reform and revival</li><li>• Gorbachev failed to appreciate how <i>glasnost</i> would damage the Soviet communist party's claim to govern the USSR</li><li>• Gorbachev mistakenly believed that communism had rendered the Soviet people immune to the appeal of popular nationalism.</li></ul> <p>Extract 2</p> <ul style="list-style-type: none"><li>• The Soviet Union fell because of several factors including political and ideological failure, economic decline, unsustainable cold war competition and a corrupt communist ruling class</li><li>• Nationalism was the major mobilising issue during this period in the Soviet Union because its appeal was greater than that of any other form of popular discontent</li><li>• Nationalist forces, by operating in the political space opened up by <i>glasnost</i>, were able to undermine the Soviet system.</li></ul> <p>Candidates should use their own knowledge of the issues to address the view that the collapse of the Soviet Union came about because of Gorbachev's mistakes. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Gorbachev's flawed pursuit of economic <i>perestroika</i> and the introduction of market mechanisms (1987) undermined the unity of the USSR by failing to produce adequate supplies of food and consumer goods</li><li>• Gorbachev's pursuit of <i>glasnost</i> discredited communist party rule in the public's eyes, e.g. revelations about the state of the economy and the extent of the Stalinist terror</li><li>• Gorbachev's promotion of <i>glasnost</i>, along with other reforms, assisted the development of internal nationalist movements that increasingly pressed for autonomy or independence</li><li>• Gorbachev's insensitive handling of the national minorities inside the USSR undermined central government-republic relations, e.g. Nagorno-Karabakh (1988) and the Baltic republics (1990-91).</li></ul>

Candidates should use their own knowledge of the issues related to the debate to address other conditional and/or contingent reasons which explain the collapse of the Soviet Union. Relevant points may include:

- By the mid-1980s, the USSR had a stagnant economy and faced the crippling costs of the Soviet empire and the cold war which led to mounting domestic discontent with the system
- The amendment of Article 6 effectively ended the communist one-party state and permitted other parties to be set up and contest elections – a process which rendered the CPSU powerless by the end of 1990
- The growth, and damaging impact, of nationalist sentiment in key parts of the USSR which undermined central Soviet authority e.g. the Baltic republics, Georgia and Nagorno-Karabakh
- The role of Yeltsin in the collapse of the Soviet Union e.g. undermining Gorbachev's and the central Soviet government's position and encouraging the demands of the non-Russian republics for independence.

Other relevant material must be credited.