



Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE
In History (9HI0/1E)

Paper 1: Breadth study with
interpretations

Option 1E: Communist states in the
twentieth century

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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	1-3	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	4-7	<ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	8-12	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	13-16	<ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.

Level	Mark	Descriptor
5	17-20	<ul style="list-style-type: none">• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.• 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.• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

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"> • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate. • Some relevant contextual knowledge is included, with limited linkage to the extracts. • Judgement on the view is assertive, with little or no supporting evidence.
2	4-7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate. • 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. • A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.
3	8-12	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences. • Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts. • A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.
4	13-16	<ul style="list-style-type: none"> • Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them. • 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. • 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.
5	17-20	<ul style="list-style-type: none"> • Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors. • Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments. • Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.

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 how accurate it is to say that the nature of Soviet government under Lenin and Stalin was fundamentally similar.</p> <p>The extent to which the nature of Soviet government under Lenin and Stalin was fundamentally similar should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• 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• Both regimes centralised state power in the face of challenging circumstances, e.g. Lenin in response to the civil war and Stalin in response to the pressures of forced economic modernisation• Both regimes dominated the Soviet population through their control of the mass media and other forms of propaganda including the arts• Both regimes were prepared to be pragmatic in order to remain in power, e.g. Lenin's introduction of the NEP in 1921 and Stalin's concessions to the Orthodox Church during the Second World War• 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. <p>The extent to which the nature of Soviet government under Lenin and Stalin was fundamentally different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• 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• 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• Lenin's regime instigated non-violent party purges, involving the withdrawal of membership cards, but Stalin's regime used terror methods inside the party against leading Bolsheviks and other communists• 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. <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 the extent to which the successes of Soviet economic policy outweighed the failures in the years 1921-41.</p> <p>The extent to which the successes of Soviet economic policy outweighed the failures in the years 1921-41 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • From 1921, the NEP helped to consolidate the regime by improving living standards and offering rural Russia economic incentives that reduced peasant opposition to the Bolshevik regime • Stalin's pre-war Five-Year Plans turned the USSR into a modern industrial state with an economic base strong enough to expand its military capability and overhaul major industrial rivals such as Britain • Stalin's pre-war Five-Year Plans led to the growth of the transport infrastructure and increased worker efficiency, e.g. the Moscow Metro opened in 1935 and labour productivity improved in the late 1930s • Collectivisation successfully increased state procurements of grain to sell abroad to help fund the Soviet industrialisation drive and facilitated the transfer of peasants to work in the new industrial centres. <p>The extent to which the failures of Soviet economic policy outweighed the successes in the years 1921-41 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Under the NEP, urban unemployment levels remained high, the 'scissors crisis' exposed economic weaknesses, and, by 1926, the Soviet economy had barely reached 1913 production levels • The imposition of collectivisation had a disastrous impact on agricultural production levels, e.g. it took seven years to reach 1928 grain output and even longer to restore livestock levels • The human cost of Stalin's economic policies – a huge death toll, mass famine in the early 1930s, extensive use of forced labour, reduced living standards, shortages of essentials and loss of personal liberty • Stalin's Five-Year Plans produced a skewed and distorted Soviet economy which favoured heavy industry at the expense of consumer goods, and emphasised quantity rather than quality. <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 how accurate it is to say that the Soviet leadership's policy on the arts and culture remained remarkably consistent in the years 1953-85.</p> <p>The extent to which the Soviet leadership's policy on the arts and culture remained remarkably consistent in the years 1953-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Throughout this period, the Soviet leadership expected writers to toe the official line, e.g. Pasternak's <i>Dr. Zhivago</i> was banned (1954), the Sinyavsky-Daniel trial (1966) and Solzhenitsyn's expulsion (1974)• Khrushchev, Brezhnev and Andropov all attempted to clamp down on non-conformist artwork, e.g. Khrushchev's denunciation of abstract art (1962), and official harassment of dissident artists under Brezhnev and Andropov• The Soviet leadership tried to preserve cultural conservatism in the musical arts, e.g. Khrushchev's 'permissible' dances, Brezhnev's promotion of traditional ballet and Andropov's vetting of rock groups• During this period the Soviet leadership permitted limited freedom of expression to distinguish their regimes from Stalinism, e.g. Khrushchev's cultural 'thaws' and Andropov's partial toleration of underground art. <p>The extent to which the Soviet leadership's policy on the arts and culture did not remain remarkably consistent in the years 1953-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Khrushchev's policies on art and culture zig-zagged between 'thaw' and 'freeze', e.g. the temporary cultural liberalisation of 1953-54, 1956-57 and 1961-62• Brezhnev's policies of cultural conservatism departed from Khrushchev's cultural liberalism on the grounds that the latter was undermining faith in the Soviet Union, e.g. the Sinyavsky-Daniel trial (1966)• Brezhnev pursued policies on art and culture that placed greater emphasis on the achievements of the Stalinist period and the Soviet victory in the Second World War• From 1969, the Soviet policy of compulsory psychiatric treatment to control and confine dissident artists and political activists was rapidly expanded. <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 Soviet regime's attempts to improve the status of women in the years 1917-85.</p> <p>The extent to which the Soviet regime's attempts to improve the status of women in the years 1917-85 were significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • From the outset, the Soviet regime was committed to improving the status of women, e.g. decrees on marriage, divorce, abortion and equality in 1917-18 • Soviet economic modernisation from the 1930s significantly increased the number of females in paid employment, e.g. by 1955 49 per cent of the Soviet workforce were women • Soviet expansion of higher education gave women greater access to universities and the professions, e.g. by the 1960s 50 per cent of graduates were women and by 1985 a majority of doctors were female • The Soviet regime endorsed female role models who excelled in a particular field in order to encourage other women to achieve, e.g. cosmonaut Valentina Tereshkova and gymnast Ludmilla Tourischeva. <p>The extent to which the Soviet regime's attempts to improve the status of women in the years 1917-85 were not significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Early Soviet attempts to improve the status of women had little real effect, e.g. the divorce decree backfired because men initiated most divorces, often leaving ex-wives with children and no financial support • Soviet economic modernisation resulted in most women working in relatively unskilled, low-paid manual jobs with poor promotion prospects, e.g. during these years most of the lowest paid farm workers were women • The Soviet regime often explicitly endorsed the female 'double burden', e.g. Brezhnev's pro-natal campaign and official criticism of 'absent' working mothers in the 1970s • The Soviet regime did little to promote women within the party or government mainly due to entrenched chauvinistic attitudes, e.g. by the 1980s only 4 per cent of the Central Committee membership was female. <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 'reform produced crisis'.</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"> • In 1985 the Soviet system was not under threat but by 1989 the impact of Gorbachev's reforms posed a serious threat to the USSR • Having introduced measures to liberalise and democratise the Soviet system, Gorbachev was not prepared to jeopardise these reforms by forcibly suppressing nationalist movements • In the later 1980s, the USSR's experience of competitive elections, democratic accountability and greater liberty undermined the authoritarian Soviet state and increased popular pressure for change. <p>Extract 2</p> <ul style="list-style-type: none"> • In the 1980s, the Soviet economy was stagnating, a problem compounded by the unexpected fall in oil prices • The Soviet leadership failed to address growing nationalist tensions within the USSR • Nationalist politicians, sensing that Soviet authority was wavering, pressed for independence and national rights. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that that the USSR collapsed in 1991 because 'reform produced crisis'. Relevant points may include:</p> <ul style="list-style-type: none"> • Gorbachev's political reforms weakened the communist party by dividing it into factions with hardliners and moderates fearing and resisting change such as <i>perestroika</i>, and radicals demanding faster reform • The consequences of <i>glasnost</i> discredited the Soviet system of government in the public's eyes, e.g. revelations about the state of the economy and the extent of the Stalinist terror • Gorbachev's 'democratisation' programme from 1988 undermined the Soviet Union with the formation of the Inter-Regional Deputies' Group, the rise of nationalism and the emergence of Boris Yeltsin as a serious rival • The market reforms of 1987-90 undermined the central planning system without creating an effective market alternative; this led to growing popular discontent, strikes and declining support for the communist party.

Question	Indicative content
	<p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that that the USSR collapsed in 1991 because 'reform produced crisis'. Relevant points may include:</p> <ul style="list-style-type: none"><li data-bbox="363 353 1434 461">• By 1985 the Soviet economy was stagnant which led to mounting discontent, e.g. annual industrial and agricultural growth rates were 1-2 per cent and the economic drain of the Soviet empire<li data-bbox="363 479 1434 586">• By the mid-1980s, oil accounted for 54 per cent of Soviet exports but between 1981 and 1988 the real value of crude oil fell by 90 per cent, deepening the economic crisis in the USSR<li data-bbox="363 604 1434 712">• The Soviet authorities failed to contain the protests, disruption and violence associated with the growing nationalist crisis, e.g. Azerbaijan, Uzbekistan and the Baltic 'popular front' movements in the late 1980s<li data-bbox="363 730 1434 837">• Gorbachev's belated attempts to create a new union in 1990-91 failed to halt the nationalists' momentum, e.g. the Ukrainian vote for independence and the Minsk agreement.

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