

Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (8HI01) Paper 1E

Advanced Subsidiary

Unit 1: Breadth study with interpretations

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

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

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

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

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

Generic Level Descriptors: sections A and B

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<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	5–10	<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 question. • 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. • 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	11–16	<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	17–20	<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.

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

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 the use of terror was the main reason by which the Bolshevik regime was able to establish its control over the USSR in the years 1917-28.</p> <p>The role played by the use of terror in the establishment of Bolshevik control over the USSR in the years 1917-28 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• 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• The Bolshevik government's use of show trials in the early 1920s designed to discredit and intimidate political opponents, e.g. show trial of SRs in 1921 resulting in 11 executions• The persecution of religious beliefs and practices to remove rival belief systems e.g. repression of the Orthodox Church, including the execution of bishops and priests in the years 1921-23• The regime use of the Urals-Siberian method (1928) coerced peasants into giving up grain to feed the cities. <p>The role played by other factors in the establishment of Bolshevik control over the USSR in the years 1917-28 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Bolshevik control of the press and radio ensured that the population was targeted with cheap and readily accessible pro-socialist propaganda, e.g. <i>Pravda</i> and <i>Izvestiya</i>• The Bolsheviks also used the arts and culture to secure popular endorsement of the new socialist society, e.g. through Prolekult and the avant-garde• The Bolsheviks were pragmatic, making concessions in order to retain and extend their power, e.g. Treaty of Brest Litovsk in 1918• The Bolsheviks introduced the moderate NEP, based on incentives, which by the mid-1920s had boosted the economy, thereby dampening peasant resistance. <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 the failures of collectivisation were the main reason for the economic difficulties faced by the Soviet Union in the years 1929-41.</p> <p>The role played by the failures of collectivisation in the economic difficulties faced by the Soviet Union in the years 1929-41 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The dislocation involved in the imposition of collectivisation had a disastrous impact on agricultural production levels and led to widespread rural famine, e.g. it took seven years to reach 1928 grain output • Collectivisation deliberately targeted the most efficient farmers (the kulaks) on ideological grounds – removing entrepreneurial initiative and resources from the agricultural sector • Valuable resources had to be diverted to agriculture because of the demands of collectivisation, e.g. materials and personnel because of the need to build large numbers of tractors. <p>The role played by other factors in the economic difficulties faced by Soviet Union in the years 1929-41 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Five Year Plans of this period produced an unbalanced economy which was skewed in favour of heavy industry and neglected other sectors such as textiles and consumer goods • The emphasis on quantity rather than quality during the Five Year Plans meant that Soviet products tended to be shoddily made, unreliable and inferior to western goods • The purges of the 1930s had a negative impact by depriving the Soviet economy of much-needed skilled personnel, administrators and planners • Collectivisation 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>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 about how far government control over Soviet culture was maintained in the years 1953-85.</p> <p>The extent to which government control over Soviet culture was maintained in the years 1953-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Under Khrushchev, art and artists faced official restrictions, e.g. Boris Pasternak's novel <i>Dr. Zhivago</i> was banned and abstract art was condemned by the state• The Brezhnev regime implemented a cultural clampdown which included high profile cases, e.g. the trial and imprisonment of Sinyavsky and Daniel in 1966, and Solzhenitsyn's expulsion from the Soviet Union in 1974• Under Andropov (1982-84), the Soviet regime continued to control popular culture, e.g. 'unofficial' songs were restricted to 20 per cent of radio air time and rock groups were vetted before being allowed to perform. <p>The extent to which government control over Soviet culture was not maintained in the years 1953-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Khrushchev's policy of de-Stalinisation loosened Soviet control over culture, e.g. works by Babel, Yevtushenko and Solzhenitsyn were published in the USSR• By the late 1950s the limits of Soviet control were also revealed by the development of a youth culture influenced by western pop music and fashion• Under Brezhnev, attempts by the regime to restrict the influence of popular music by controlling record production and radio airtime were undermined by the development of the cassette recorder which became widely available. <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 whether the most significant Soviet social development in the years 1924-85 was the provision of social security.</p> <p>In considering the most significant Soviet social development in the years 1924 - 85, the provision of social security should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of full or almost full employment in the USSR since the 1930s, e.g. job security, the introduction of a minimum wage in 1956 and real wage increases in the 1960s and 1970s • The impact of the expanding provision of housing from the 1950s, e.g. Khrushchev's extensive housing programme which helped to more than double state-provided living space in the years 1951-61 • The impact of the expanding provision of social benefits and healthcare, e.g. cheap meals at the workplace in the 1930s, social benefits provided by the trade unions, continued healthcare and welfare expansion after 1950. <p>In considering the most significant Soviet social development in the years 1924 - 85, other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of the growth of education and reduction in illiteracy in the years 1924-85, e.g. universal compulsory education largely achieved by the 1930s, literacy levels raised to 98-99 per cent by 1959, expansion of higher education between 1965 and 1980 • The impact of Soviet measures to raise the status of women, e.g. measures to improve female participation in higher education in the 1930s and state endorsement of female role models, to encourage other women • The limits to the provision of social security, e.g. the poor working and housing conditions of the 1930s, post-war pensions were inadequate and the quality of healthcare after 1950 remained problematic. <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 view that the collapse of the Soviet Union came about because of the USSR's economic weaknesses.</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">• During the 1980s the USSR's economy continued to decline leading to strikes across the Soviet Union which indicated mounting discontent• Gorbachev's pursuit of <i>glasnost</i> and <i>perestroika</i> failed to strengthen the economy, alienated radical reformers and the public, and also prevented the regime from concealing social and economic problems• Inflation led to rising prices and shortages of essential goods which forced Russians to queue for basic items and sharply depressed Soviet living standards. <p>Extract 2</p> <ul style="list-style-type: none">• Gorbachev's decision to end Soviet control over the Eastern bloc Europe and attempt to establish a more informal relationship with Eastern Europe was a gamble because he gave up the power to coerce the satellite states and could not compete with the economic attractions of the West• The East European states used the shift in Soviet policy not to reform its relationship with the USSR but to break away altogether and abandon communism• The East European revolt seriously undermined the authority and legitimacy of the Soviet regime and encouraged the Soviet republics to demand independence from Moscow as well. <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 the USSR's economic weaknesses. Relevant points may include:</p> <ul style="list-style-type: none">• By the mid-1980s the Soviet economy was almost stagnant, e.g. annual industrial and agricultural growth rates were 1-2 per cent and the cost of the Soviet empire drained the USSR's economy• Gorbachev's initial reliance on the flawed 12th Five Year Plan to promote economic growth served only to underline the serious weaknesses of the Soviet system e.g. out of date technology, quantity not quality• 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 for the Soviet population• Major divisions over the 500 Days Programme (1990), designed to move rapidly to a market-led economy, resulted in an economic collapse which further weakened the Soviet system.

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:

- Gorbachev's foreign policy towards the Eastern bloc (which encouraged self-determination) and his insensitive treatment of national minorities within the USSR helped to fragment the Soviet Union
- The growth, and damaging impact, of nationalist sentiment in key parts of the USSR, e.g. the Baltic republics
- 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.

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