



Mark Scheme (Results)

November 2021

Pearson Edexcel GCSE

In History (1HIA & 1HIB)

Paper 3: Modern depth study (1HIA & 1HIB 30)

Option 30: Russia and the Soviet Union,
1917–41

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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Modern depth study: Russia and the Soviet Union, 1917-41.

Question	
1	<p>Give two things you can infer from Source A about Stalin as a leader.</p> <p>Target: Source analysis (making inferences). AO3: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none">• <i>Stalin was a strong military leader (1). Soldiers can be seen behind Stalin looking happy (1).</i>• <i>Stalin was a popular leader (1). People are waving flowers at him (1).</i>• <i>Stalin was central to people's lives (1). Various groups are shown around Stalin – men, women, children and the military (1).</i> <p>Accept other appropriate alternatives.</p>	

Question		
2		<p>Explain why ethnic minorities in the Soviet Union were persecuted in the years 1924-41.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Ukraine • spies <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-3	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4-6	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7-9	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10-12	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Stalin feared that Ukrainians were seeking separation from the Soviet Union, so he undertook a policy of forced starvation during the famine of 1932-33 to punish them.
- Stalin feared that ethnic minorities, such as the Koreans and the Japanese, could threaten the security of Soviet Union as a potential source of spies, therefore they were deported in 1936.
- Stalin wanted a united country full of Soviet citizens and felt that allowing ethnic minorities to maintain their national and religious identities would damage the USSR.
- Stalin's distrust for minority groups and his fear of their disloyalty led to persecution, e.g. ethnic Germans' possible collaboration with the Nazi invaders in 1941.
- There was a fear that minorities who lived in the European and Asian border regions would provide the means for foreign countries to attack the Soviet Union, e.g. Finnish, Latvian and Estonian families, were moved to inland areas.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the challenges facing the Bolsheviks in the years 1921-24? Explain your answer, using Sources B and C and your knowledge of the historical context. Target: Analysis and evaluation of source utility. AO3: 8 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3-5	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6-8	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes

1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source shows that the Kronstadt rebels were very unhappy with the way the Bolsheviks were ruling.
- The source suggests that the Kronstadt Mutiny was a significant political challenge to the Bolsheviks.
- The source shows the threat to the Bolsheviks from the Kronstadt rebels, who wanted a further revolution.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- This is a statement from the sailors and is, therefore, a witting account of the reasons for the Mutiny.
- The purpose of the source is to justify why they are fighting against the Bolsheviks, so is useful for showing what they wanted to achieve.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The sailors demanded new elections to the Soviets by secret ballot, as they believed the Bolsheviks were increasingly undermining the political principles of the October Revolution.
- A group called 'Worker's Opposition' was set up to press the Bolshevik government for changes.

Source C

The usefulness could be identified in terms of the following points which could be drawn from the source:

- By stating that the workers and peasants were exhausted, Lenin showed the threat posed by economic problems to the Bolshevik state.
- The source suggests that economic issues were a major problem because War Communism had failed to solve existing difficulties and the new policies would be also be a challenge.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The pamphlet was written by Lenin at the end of the Civil War and reflects his concerns for the future of the Bolsheviks.
- As the pamphlet introduces a new policy, Lenin's purpose was to justify changes that might appear to be a threat to Bolshevik ideology.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- There had been terrible famine during the Civil War which led to an estimated 7 million deaths. The harsh requisition policies meant that in 1921 many peasants were refusing to produce more food than they could eat themselves.
- War Communism had been a necessity to enable the Bolsheviks to survive and win the Civil War. They needed supplies for the Red Army in order to defeat their enemies.
- The NEP created its own challenges as it led to some peasants and traders gaining more from the policies than others. There was growing resentment of these kulaks and 'Nepmen'.

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views about the challenges facing the Bolsheviks in the years 1921-24. What is the main difference between these views? Explain your answer, using details from both interpretations.</p> <p>Target: Analysis of interpretations (how they differ). AO4: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	3-4	<ul style="list-style-type: none"> The interpretations are analysed and a key difference of view is identified and supported from them.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 suggests that the economic and social problems, such as those caused by War Communism, were challenges facing the Bolsheviks. Interpretation 2, on the other hand, emphasises that political opposition, evidenced by the Kronstadt Mutiny, was a challenge for the Bolsheviks. 		

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the challenges facing the Bolsheviks in the years 1921-24. You may use Sources B and C to help explain your answer. Target: Analysis of interpretations (why they differ). AO4: 4 marks.
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	3-4	<ul style="list-style-type: none"> An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.

- The interpretations may differ because they have given weight to different sources. For example, Source B provides some support for Interpretation 2 by claiming that the Kronstadt mutineers want another revolution, while Source C provides some support for Interpretation 1 by claiming that the workers and peasants are exhausted.
- The interpretations may differ because they have chosen to place an emphasis on different details – Interpretation 2 has a focus on the anger of the people, whereas Interpretation 1 emphasises the material hardships suffered by the people.
- They may differ because the authors have different perspectives – Interpretation 2 is dealing with political factors; Interpretation 1 is dealing with economic and social factors.

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the challenges facing the Bolsheviks in the years 1921-24?</p> <p>Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-4	<ul style="list-style-type: none"> Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	5-8	<ul style="list-style-type: none"> Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9-12	<ul style="list-style-type: none"> Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13-16	<ul style="list-style-type: none"> Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate.
Intermediate	2-3	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests that political opposition was the biggest challenge facing the Bolsheviks in the years 1921-24.

Relevant points from the provided material and own knowledge which support the claim made in the interpretation may include:

- Interpretation 2 suggests that the Kronstadt Mutiny was a significant challenge to the Bolsheviks.
- Interpretation 2 suggests that Lenin was concerned that he was losing significant supporters.
- The Kronstadt Mutiny challenged the Bolsheviks because it was a rebellion by people who had supported them in 1917.
- The Kronstadt Mutiny was put down brutally with many sailors being sent to labour camps.
- In Tambov province, the Bolsheviks were challenged by a huge peasant uprising. The revolt was suppressed.

Relevant points from the provided material and own knowledge which counter the view may include:

- Interpretation 1 suggests that the widespread disease and starvation in Russia was a great challenge to the Bolsheviks.
- Interpretation 1 suggests that the lack of industrial production was a significant challenge for the Bolsheviks.
- In 1921 Russia was facing economic collapse with widespread shortages of food. Grain production had declined drastically.
- The peasant reaction to War Communism led to famine, as the peasants had destroyed their crops, rather than allowing them to be seized, and had bred fewer animals.
- The NEP created economic challenges for the Bolsheviks, such as the 'scissors crisis' that began in 1923. Agricultural output increased faster than industrial output resulting in a shortage of consumer goods at a time when the peasantry had greater income to spend.

