



Mark scheme

Sample assessment materials for
first teaching September 2015

GCE History (8HI0/1E)
Advanced Subsidiary

Paper 1: Breadth study with
interpretations

Option 1E: Russia 1917–91: from
Lenin to Yeltsin

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 about whether Stalin's elimination of his opponents in government and party was the main reason for his power in the USSR in the years 1928–53.</p> <p>The importance of the elimination of Stalin's opponents in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Actions against prominent opponents of collectivisation, including Bukharin and Rykov • The removal of opponents during the purges of the 1930s, including the purge of Old Bolsheviks • The show trials of 1936, including the execution of Kamenev, Zinoviev and Bukharin • The domestic impact of the assassination of Trotsky in 1940. <p>The importance of other factors which enhanced Stalin's power in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The creation of a network of Stalinist influence in party and government • The expansion of the powers of the secret police and the development of a climate of fear • Controls established over the people of the USSR, including propaganda, the Stalin personality cult and the control of arts and the media • Stalin's leadership during the Great Patriotic War. <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 whether the failure of Khrushchev's industrial reforms was the main reason for economic problems in the USSR in the years 1964–82.</p> <p>The role played by the failure of Khrushchev's industrial reforms in the economic problems in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The attempts to reduce centralised decision making failed • Opposition to change from both the bureaucracy and the party thwarted most of Khrushchev's reforms • The changing priorities of the Seven-Year Plan of 1959, including the promotion of light industries and consumer goods. <p>The role played by other factors in the economic problems should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The quest for stability under Brezhnev and the <i>Politburo's</i> hostility to reform • The shifting of funds from investment in industry to high expenditure on the armed forces • The limited attempts to reform agriculture, leading to dependence on imported grain in the late 1970s. <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 extent to which government policy towards arts and culture changed in the years 1917–64.</p> <p>In considering the extent of change, the significant features of government policy in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The changing attitude towards artistic freedom and experimentation, 1917–c1929, including <i>Proletkult</i> • The end of experimentation and the imposition of Socialist Realism on all features of art and culture from c1929 • Change as a result of the 'Khrushchev Thaw': the growth of nonconformist art in the 1950s: the <i>avant-garde</i>; the decision to publish <i>One Day in the Life of Ivan Denisovich</i>. <p>In considering the extent of continuity, the significant features of government policy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The continuation of government control over arts and culture and the suppression of free expression throughout the period • Maintaining uniformity through the persecution of prominent individuals under Stalin, including Mandelstam, Akhmatova and Shostakovich • Khrushchev's public opposition to nonconformist art. <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 suggestion that government social policy succeeded in improving the lives of people in the USSR in the years 1953–85.</p> <p>The extent to which government social policy improved the quality of life should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The universal system of social security, including the maintenance of full employment and social benefits • Attempts to provide adequate housing for all • Government action to ensure sufficient food supplies for towns and cities • The extension of educational provision, including pre-school and higher education. <p>The limitations and failures of government policy should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The poor quality of prefabricated housing built under Khrushchev and Brezhnev • The limited changes in the status of women in society and the workplace • The prevalence of shortages of consumer goods and of many foodstuffs. <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 fall of the Soviet Union came about primarily because of the failure of Gorbachev's reform programme. 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"> • Gorbachev's reforms quickly reached their limits • Gorbachev's intention was not to allow fundamental reforms which threatened the Leninist state and the centrally planned economy • He was unable to regulate the forces unleashed by <i>perestroika</i>. <p>Extract 2</p> <ul style="list-style-type: none"> • Gorbachev's complacency towards the 'national question' was harmful to the Soviet Union • The nationalist resurgence in the Baltic Republics was accompanied by demands for increased autonomy • The example of the Baltic Republics stimulated national movements elsewhere within the Soviet Union. <p>Candidates should use their own knowledge of the issues to address the effects of Gorbachev's reforms. Relevant points may include:</p> <ul style="list-style-type: none"> • <i>Perestroika</i> dramatically weakened the Soviet economy, leading to severe shortages of food and consumer goods • <i>Glasnost</i> encouraged a new political culture that brought Soviet politics into disrepute. <p>Candidates should use their own knowledge of the issues to address other conditional and/or contingent reasons which explain the fall of the Soviet Union. Relevant points may include:</p> <ul style="list-style-type: none"> • The political and economic condition of the USSR in 1985 and the extent to which its problems were systemic • The growth of nationalism in Eastern Europe, strengthening nationalist forces in the USSR • The weakening of Communist Party authority in the USSR as a consequence of the extensive challenge to communist power in satellite states in Eastern Europe.