



Mark Scheme (Results)

Summer 2024

Pearson Edexcel in
GCE History
(9HI0/1E) Advanced

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.

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 'bestfit' 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 uppermiddle 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.

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.
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, in the years 1917-28, Bolshevik control of the mass media and propaganda was the main reason for the consolidation of the Soviet regime.</p> <p>Arguments and evidence that, in the years 1917-28, Bolshevik control of the mass media and propaganda was the main reason for the consolidation of the Soviet regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 <i>Pravda</i> and <i>Izvestiya</i> • 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 • The Bolsheviks used the arts and culture to secure popular endorsement of the new socialist society, e.g. <i>Proletkult</i> promoted an accessible proletarian culture based on collective values • The government's handling of Lenin's death (preserved body, ritualised orations and personality cult) led to a wave of popular support that the Soviet regime was able to exploit. <p>Arguments and evidence that challenge the view that, in the years 1917-28, Bolshevik control of the mass media and propaganda was the main reason for the consolidation of the Soviet regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • 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 • 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 • The Bolsheviks used coercion and repression during this period to retain political control, e.g. the Red Terror, show trials of political opponents and the persecution of religious beliefs and practices. <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 how accurate it is to say that the failure of central planning played a significant role in the decline of the Soviet economy in the years 1964-85.</p> <p>Arguments and evidence that the failure of central planning played a significant role in the decline of the Soviet economy in the years 1964-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Stalin's centralised system of planning left a legacy of bureaucratic conservatism and inaccurate statistics which hampered any initiatives to improve economic efficiency and product quality • Continued central control after 1964 stifled initiative and creativity in the economic system, e.g. new methods or techniques employed at local level were regarded as threats to the power of the central planners • During this period, the use of government-set prices and costs when planning and measuring economic performance did not help identify or solve issues of inefficiency • Production of everything, in the years 1964-85, from coal to shoes was decided by central planners who could not cope with changes in circumstances or trends in fashion. <p>Arguments and evidence that other factors played a significant role in the decline of the Soviet economy in the years 1964-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The regime-worker 'social contract' made the authorities unwilling to countenance factory closures or unemployment; this led to low levels of worker productivity • Although Brezhnev increased agricultural investment, the sector remained seriously short of storage facilities, transport and reliable machinery during this period • The Soviet empire acted as an economic drain on the USSR, e.g. by the 1980s the Warsaw Pact countries received an annual subsidy of some \$3 billion from the Soviet Union • The continued dominance of the military-industrial complex during this period ensured that around 25 per cent of Soviet GDP was spent on defence, depriving consumer industries and agriculture of resources • Soviet social controls and censorship bred apathy and cynicism among the workforce, which had a negative impact on economic output – 'we pretend to work and they pretend to pay us'. <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 significant the role of the secret police was 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"> • 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 • 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 • 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 • 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. <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"> • 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 • 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 • 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 • The beneficial impact of the expanding provision of social security benefits, housing and healthcare from the 1950s, e.g. the spread of polyclinics and sanatoria and greater investment in social welfare • Rising living standards, due to the post-war economic recovery and wider availability of consumer goods, encouraged greater acceptance of the regime, e.g. household TV ownership increased in the years 1970-80. <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 how accurate it is to say that, in the years 1917-85, the Soviet regime's attitudes towards the family as a social unit did not change.</p> <p>Arguments and evidence that, in the years 1917-85, the Soviet regime's attitudes towards the family as a social unit did not change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • After the 'Great Retreat' (1936), the Soviet government continued to adopt a traditional/socially conservative view of the family unit as central to society for the rest of the period • Soviet attitudes to the family, in practice, continued to impose the 'double burden' on women (domestic responsibilities and paid work) so that, by 1960, 49 per cent of the workforce were female • Soviet attitudes to the family continued to produce limited social policies, e.g. the unintended consequences of the radical measures of 1918 and the 1920s and Khrushchev's restricted social provision • Although the Brezhnev regime showed greater awareness of the social problems weakening the family unit, it essentially followed the pro-family social policies of the Khrushchev government. <p>Arguments and evidence that, in the years 1917-85, the Soviet regime's attitudes towards the family as a social unit did change should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The social problems and family break-ups that followed the 1918 Family Code led to the 'Great Retreat' (1936) under Stalin that aimed to restore the importance of the traditional family and the status of marriage • Under Khrushchev, the government improved conditions for families by increasing the provision of social benefits, e.g. increased paid maternity leave from 77 to 112 days and expanded child care facilities • Under the Seven Year Plan (1958-65), the regime attempted to end the 'double burden' by introducing convenience foods and mass-produced clothing and making refrigerators more widely available • The Brezhnev regime showed a greater awareness of the social problems weakening the family unit and attempted to tackle some of them, e.g. the 1968 Family Code tried to address the high divorce rate. <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 of Boris Yeltsin's opposition to the Soviet government.</p> <p>In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1</p> <ul style="list-style-type: none"> • Yeltsin persuaded the Russian parliament to declare the Russian republic a self-governing entity, which undermined Soviet authority and encouraged other republics to do the same • Yeltsin was the high-profile opponent of the failed August 1991 coup attempt to reinstate a hard-line Soviet regime • Afterwards, Yeltsin suspended communist activity in the Russian republic and encouraged the republics to weaken further central Soviet authority. <p>Extract 2</p> <ul style="list-style-type: none"> • Gorbachev's reforms were meant to renew the Soviet system but they undermined key features of the communist regime • In reality, perestroika meant the complete transformation of the Soviet Union, but Gorbachev's communist background prevented him from seeing this clearly • Gorbachev thought that the extent of economic change and the growth of nationalism within the Soviet Union could be limited. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the USSR collapsed in 1991 because of Boris Yeltsin's opposition to the Soviet government. Relevant points may include:</p> <ul style="list-style-type: none"> • With Yeltsin's approval and backing, the parliament of the Russian republic declared that its sovereignty took precedence over that of the Soviet Union – in short, it stood above the authority of the USSR • Yeltsin's encouragement of the nationalist movements of the non-Russian republics was deliberately designed to undermine the authority of the central Soviet government • Yeltsin played a key role in foiling the August 1991 attempted coup; led by communist hard-liners this represented a last-gasp attempt to maintain the Soviet Union intact and preserve one party communist rule • Yeltsin undermined the new Union Treaty (1991) and organised the Commonwealth of Independent States, a decentralised structure with no Soviet government, which was implemented in December 1991.

Question	Indicative content
	<p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that the USSR collapsed in 1991 because of Boris Yeltsin's opposition to the Soviet government. Relevant points may include:</p> <ul style="list-style-type: none"> • Most of Gorbachev's policies had unintended results and indicated that he had not thought fully through the consequences of his actions, e.g. glasnost led to mounting public criticism of communist rule • Gorbachev's reforms raised people's expectations, both materially and politically, but failed to satisfy them, e.g. perestroika and market mechanisms failed to deliver adequate food supplies and consumer goods • In ending the Brezhnev Doctrine, Gorbachev had not anticipated the rapid collapse of communist states in the Eastern bloc in 1989, nor the impact this would have on nationalist groups within the USSR • Gorbachev's handling of issues concerning the national minorities was insensitive and undermined central government-republic relations, e.g. Nagorno-Karabakh (1988) and the Baltic republics (1990-91).