



Mark Scheme (Results)

Summer 2025

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

Paper 1: Breadth study with interpretations

Option 1E: Russia 1917-91: 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	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. Candidates are expected to reach a judgement on how accurate it is to say that the purges of the 1930s in the Soviet Union were primarily due to Stalin's personality. Arguments and evidence that the purges of the 1930s in the Soviet Union were primarily due to Stalin's personality should be analysed and evaluated. Relevant points may include: • Stalin was driven by intense suspicion of others, which reinforces claims that his personality was a key reason for the purges of the 1930s; as he admitted to Khrushchev 'I trust nobody, not even myself' • Vindictive and vengeful, Stalin used the purges to settle scores with Old Bolsheviks who had apparently crossed or belittled him in earlier years, e.g. the show trials of the 1930s • The unleashing of brutal purges fits with Stalin's instinctive reliance on violence and coercion to solve the Soviet Union's perceived problems (such as forcible collectivisation), e.g. the wider party purge from 1937 • Stalin's narcissistic self-image as the 'hero of the revolution' and the builder of Russian socialism could only be maintained by purging the 'traitors' who did not share his grandiose beliefs about himself. Arguments and evidence that the purges of the 1930s in the Soviet Union were primarily due to other factors should be analysed and evaluated. Relevant points may include: • The Moscow central party administration used the purges to impose greater control over the regions, e.g. local party organisations regularly ignored or delayed implementing central party edicts • The purges were used to provide scapegoats ('saboteurs' and 'wreckers') for the failures of the Five Year Plans and to encourage worker criticism of managers and administrators in order to raise productivity • The NKVD's vigorous pursuit of the purges was designed to prove the value of the secret police to the regime and to enhance its power within the Soviet system, e.g. the NKVD's target fulfilment mentality • Stalin resorted to the purges because he faced real threats in the 1930s, e.g. the Ryutin Platform (1932), the 17th Party Congress (1934), and the growing Nazi menace raised the fear of overthrow in war. Other relevant material must be credited.

Question	Indicative content
2	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. Candidates are expected to reach a judgement on how accurate it is to say that Brezhnev's leadership was the main reason for political stagnation in the USSR in the years 1964-82. Arguments and evidence that Brezhnev's leadership was the main reason for political stagnation in the USSR in the years 1964-82 should be analysed and evaluated. Relevant points may include: • On coming to power, Brezhnev helped encourage political stagnation by reversing several of Khrushchev's de-Stalinisation reforms, e.g. time limits on office tenure were scrapped • Brezhnev's approach to government was cautious and conservative, which also fostered political stagnation; he had little grasp of policy-making detail and preferred to leave his senior colleagues to get on with their jobs • Brezhnev turned the communist leadership into an ageing oligarchy by promoting old colleagues from his former Ukraine power base and this encouraged a culture of cronyism that lacked dynamism • Brezhnev himself symbolised the corruption and nepotism that were hallmarks of the stagnating Soviet system, e.g. he awarded himself medals and prizes, and collected luxury western cars. Arguments and evidence that other factors were/Brezhnev was not the main reason for political stagnation in the USSR in the years 1964-82 should be analysed and evaluated. Relevant points may include: • Other senior communist leaders during this period, such as Suslov and Shelepin, controlled party networks with the clear aim of discouraging innovation and preserving the status quo • The rigid conservative political system that had developed under Stalin was so entrenched by the time Brezhnev became leader that Soviet government was very difficult to invigorate or reform • Under Brezhnev, communist membership increased to 17 million by 1980, suggesting that he was successful in widening mass participation in politics • The Soviet Constitution of 1977, passed under Brezhnev's leadership, guaranteed the right of citizens to criticise incompetent party officials, suggesting that he wanted a more responsive political system. Other relevant material must be credited.

Section B: indicative content

Question	Indicative content
3	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. Candidates are expected to reach a judgement on how accurate it is to say that, in the years 1917-85, Soviet government policy on the arts and culture changed. Arguments and evidence that, in the years 1917-85, Soviet government policy on the arts and culture changed should be analysed and evaluated. Relevant points may include: • After a short period of relative artistic and cultural freedom, Lenin's government imposed greater controls in the early 1920s, e.g. official supervision of Proletkult and the establishment of the Agitprop department • The last years of Stalin's leadership saw some relaxation in official attitudes, e.g. Pasternak and Anna Akhmatova gave public readings of their unorthodox poetry in 1946 • Destalinisation in the 1950s encouraged a degree of artistic nonconformity and Khrushchev permitted the publication of previously banned books, e.g. works by Isaac Babel and Solzhenitsyn • The Brezhnev and Andropov governments were unable to stem the influence of popular music on the younger generation, e.g. the emergence of guitar-poet Vladimir Vysotsky and the advent of the cassette recorder. Arguments and evidence that, in the years 1917-85, Soviet government policy on the arts and culture did not change should be analysed and evaluated. Relevant points may include: • Throughout the period, Soviet government policy on the arts and culture continued to serve the interests and propaganda needs of the communist regime, e.g. Socialist Realism under Stalin and Khrushchev's 'freezes' • Soviet government policy during these years continued to challenge artistic and cultural non-conformity, e.g. the 'popular oversight' campaigns (1955-63) and Brezhnev's promotion of cultural conservatism • Soviet government policy remained traditionally Russian and anti-Western, e.g. promotion of Russian folk music (Stalin) and the ballet (Brezhnev) and official anti-Western cultural campaigns (1970s-80s) • The Soviet government continued to censor and/or persecute those who strayed from official artistic and cultural policies, e.g. banning Dr Zhivago (1954), the Brodsky trial (1964) and Solzhenitsyn's expulsion (1974). Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how accurate it is to say that the most significant Soviet social development in the years 1924-85 was the provision of social security. Arguments and evidence that the most significant Soviet social development in the years 1924-85 was the provision of social security should be analysed and evaluated. Relevant points may include: • 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, e.g. cheap workplace meals from the 1930s, social benefits provided by the trade unions, rising pensions in the 1960s and 1970s • The impact of the expanding provision of healthcare, e.g. rising numbers of doctors and hospital beds in the years up to 1940, growing availability of healthcare (polyclinics and sanatoria) in the years 1950 to 1980. Arguments and evidence that other factors were the most significant Soviet social development and/or the provision of social security was a less significant Soviet social development in the years 1924-85 should be analysed and evaluated. Relevant points may include: • The impact of the growth of education in the years 1924-85, e.g. literacy levels raised to 98-99 per cent by 1959, expansion of higher education from 3 million to over 5 million students between 1965 and 1980 • The impact of Soviet measures to raise the status of women, e.g. increased female participation in higher education from the 1930s and state endorsement of female role models such as Valentina Tereshkova • The limits to the provision of housing, e.g. in the 1930s, 94 per cent of rented housing had just one room and, under Khrushchev, prefabricated housing was often poorly finished in order to meet targets • The limits to the provision of healthcare, e.g. the quality of healthcare after 1950 remained problematic, with some hospitals lacking heating or running water and some rural areas possessing primitive medical services • The limits to the provision of social benefits, e.g. by 1980, pensions were still inadequate (40 roubles per month), compelling many people of retirement age to take part-time jobs. Other relevant material must be credited.

Section C: indicative content

Question	Indicative content
5	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. 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 the impact of the nationalist resurgence in the communist states of Eastern Europe. In considering the extracts, the points made by the authors should be analysed and evaluated. Relevant points may include: Extract 1 • Gorbachev's pursuit of 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 this shift in Soviet policy not to reform their 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. Extract 2 • Gorbachev's main aim was to reinvigorate the Soviet economy, but the reform measures implemented in 1985-87 failed to achieve this objective and shortages became more acute • Perestroika failed to improve economic performance significantly with official statistics reporting an annual growth rate of 2-3 per cent; the real situation was probably economic stagnation • Glasnost, which was introduced to overcome hard-line communist resistance to Gorbachev's reforms, went much further by attacking the very basis of the Soviet state. Candidates should relate their own knowledge to the material in the extracts to support the view that the USSR collapsed in 1991 because of the impact of the nationalist resurgence in the communist states of Eastern Europe. Relevant points may include: • Gorbachev's foreign policy towards the Eastern bloc encouraged 'people power' and national self-determination rather than his desired objective of a 'socialist commonwealth' linking the USSR and the satellite states • Gorbachev's 'Sinatra Doctrine' gave the Eastern bloc the freedom to reject communism, e.g. the removal of Ceausescu in Romania (1989) and the election of the anti-communist Democratic Forum in Hungary (1990) • The success of the East European nationalist revolts undermined the USSR's authority and legitimacy and emboldened the Soviet republics,

Question	Indicative content
	e.g. the Baltic popular fronts demanding independence in the late 1980s • 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. 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 the impact of the nationalist resurgence in the communist states of Eastern Europe. Relevant points may include: • Gorbachev's attempt to improve worker productivity by reducing state alcohol production by 50 per cent in 1985 failed and cost 67 billion roubles in lost government revenue • Gorbachev's initial reliance on the flawed 12th Five Year Plan (1986) to promote economic growth underlined the serious weaknesses of the Soviet system, e.g. out of date technology, quantity not quality • Economic perestroika and the introduction of market mechanisms (1987) undermined the unity of the USSR by failing to produce adequate supplies and distribution of food and consumer goods for the Soviet population • Glasnost (1986-88) led to extensive criticism of the Soviet system which undermined public confidence in communist rule, e.g. Stalin's terror, inadequate education and healthcare and the Chernobyl nuclear disaster.