

Mark scheme

Sample assessment materials for  
first teaching September 2015

GCE History (9HI0/1E)  
Advanced

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     | 1–3   | <ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>   |
| 2     | 4–7   | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>   |
| 3     | 8–12  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>  |
| 4     | 13–16 | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul> |
| 5     | 17–20 | <ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• 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.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>  |

## 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"> <li>• Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the extracts.</li> <li>• Judgement on the view is assertive, with little or no supporting evidence.</li> </ul>  |
| 2     | 4–7   | <ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.</li> <li>• 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.</li> <li>• A judgement is given, but with limited support and related to the extracts overall, rather than specific issues.</li> </ul>  |
| 3     | 8–12  | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences.</li> <li>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.</li> <li>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation.</li> </ul>   |
| 4     | 13–16 | <ul style="list-style-type: none"> <li>• Demonstrates understanding of the extracts, analysing the issues of interpretation raised within them and by comparison of them.</li> <li>• 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.</li> <li>• 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.</li> </ul> |
| 5     | 17–20 | <ul style="list-style-type: none"> <li>• Interprets the extracts with confidence and discrimination, analysing the issues raised and demonstrating understanding of the basis of arguments offered by both authors.</li> <li>• Integrates issues raised by extracts with those from own knowledge when discussing the presented evidence and differing arguments.</li> <li>• Presents sustained evaluative argument, reaching fully substantiated judgements on the views given in both extracts and demonstrating understanding of the nature of historical debate.</li> </ul>  |

## 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 far government control over the lives of the people was maintained in the years 1953–85.</p> <p>Features of continuity in government control over the lives of the people in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Continued state control of mass media and propaganda, including the personality cults of Khrushchev and Brezhnev and the Moscow Olympics of 1980</li> <li>• Continued action against political and social dissidents under Khrushchev, Brezhnev and Andropov</li> <li>• The sustained attack on religious beliefs and practices from 1959</li> <li>• Government attempts to maintain cultural conformity in the arts, literature and the media</li> <li>• The maintenance of social benefits and full employment</li> <li>• The attempts to retain control over young people through the Young Pioneer movement.</li> </ul> <p>Changes in government control in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Khrushchev's promotion of de-Stalinisation: the impact of the Khrushchev Thaw on intellectual life and popular expectations for greater freedoms</li> <li>• The growing culture of dissidence under Brezhnev, and the government's inability to eliminate <i>samizdat</i> literature and elements of an independent public opinion</li> <li>• Khrushchev's relaxation of restrictions on foreign travel and its impact</li> <li>• The significance of changing educational policies from the late 1950s, including pre-school and higher education</li> <li>• The growth of youth culture in the 1960s and the influence of Western music.</li> </ul> <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 Brezhnev was responsible for the economic decline of the USSR in the years 1964–85.</p> <p>Brezhnev's role in causing economic decline in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The attempts by government and party to restore stability to the country after Khrushchev's rule</li> <li>• The unwillingness of Brezhnev, Andropov and Chernenko, and of the ruling <i>Politburo</i>, to contemplate significant economic reforms</li> <li>• The continued dominance of the CPSU in all aspects of national life</li> <li>• The growth of corruption throughout the CPSU</li> <li>• Brezhnev's increasingly poor health in the 1970s and his growing incapacity to make decisions.</li> </ul> <p>The role of other factors contributing to economic decline should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The maintenance of high levels of state investment in traditional heavy industry and the failure to invest in new technology</li> <li>• The decline of agriculture, including the refusal to allow experimentation in the organisation of the <i>kolkhoz</i> workforce, disappointing grain harvests and the need to import grain</li> <li>• The failure to provide sufficient consumer goods to satisfy popular demand.</li> <li>• The impact of the oil crisis of the early 1970s, which caused economic growth in the USSR to halt abruptly and recover only slowly</li> <li>• The decline in productivity and labour discipline</li> <li>• The role of external factors in causing high expenditure on the armed forces.</li> </ul> <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 successful government policies were in promoting industrial development in the USSR in the years 1928–64.</p> <p>The extent to which government policies succeeded in promoting industrial development in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Soviet industry in 1928 and the growing problems associated with the New Economic Policy</li> <li>• The extent of transformation during the Five-Year Plans of 1928–41, including their changing priorities</li> <li>• The imposition of a war economy to meet the demands of the Great Patriotic War</li> <li>• The success of post-war industrial reconstruction and the restoration of the Five-Year Plans</li> <li>• Khrushchev's early successes including annual growth of 6.7 per cent in 1953–57 and a significant increase in the output of consumer goods.</li> </ul> <p>The extent to which government policies did not succeed, or had only limited success, in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Nationalised industry and state control under Stalin in the years 1928–53</li> <li>• The maintenance of a Stalinist command economy through central regulation and the setting of targets and quotas for industry and for individuals</li> <li>• The significance of labour discipline and state-approved organisations for workers</li> <li>• The focus on heavy industry and primary production, and the neglect of consumer goods before 1953</li> <li>• The role of the bureaucracy and planners in developing and carrying out government policies in the years 1917–53 and the failure of Khrushchev's reforms of the system of economic control in the late 1950s.</li> </ul> <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 far the fundamental features of Lenin's government of the USSR remained in place under Stalin.</p> <p>The continuities/similarities in the features of the two regimes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The elimination of opponents of Bolshevik power, including the Constituent Assembly and the Kronstadt mutineers and Stalin's persecution of his opponents</li> <li>• Lenin's Red Terror and the attacks on the bourgeoisie and Stalin's campaign against the <i>kulaks</i> and the Purges of the 1930s</li> <li>• Centralisation of state power during and after the civil war and Stalin's dictatorial regime</li> <li>• Officially approved attacks on religious beliefs and practices by both Lenin and Stalin</li> <li>• A pragmatic approach to the economy demonstrated in the switch from War Communism to the New Economic Policy and Stalin's changing economic priorities during the Great Patriotic War</li> <li>• Control of mass media and propaganda by both leaders, including the appeal by both leaders to Russian nationalism during wartime.</li> </ul> <p>The changes/differences in the features of the two regimes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Lenin was prepared to allow some debate and different viewpoints within the CPSU, while Stalin reduced the Party to a cipher which automatically approved Stalinist policies; Stalin destroyed his political opponents in the Purges of the 1930s</li> <li>• Lenin's readiness to ignore communist ideology in the quest to remain in power, but the ideological inflexibility of Stalinism as an instrument of government</li> <li>• Lenin's reluctance to develop a personality cult but the pervasive nature of the Stalin personality cult.</li> </ul> <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 fell because of Gorbachev's misjudgement of the seriousness of the 'national question'.</p> <p>In considering the extracts, 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"> <li>• Ethnic tensions within the USSR were growing, as shown by the protests in Kazakhstan</li> <li>• Gorbachev's believed that ethnic tensions would subside with progress in society and the economy</li> <li>• Gorbachev's complacency over ethnic tensions is suggested by the continued promotion of Russian politicians in non-Russian republics.</li> </ul> <p>Extract 2</p> <ul style="list-style-type: none"> <li>• Gorbachev's reforms had shaken the foundations of the Soviet state</li> <li>• <i>Glasnost</i> and <i>perestroika</i> had had the effect of promoting disorder and corruption in public life</li> <li>• Despite the undermining of the Soviet order in state and society, Gorbachev intended to continue his reform programme.</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to support the view that that the USSR fell because of Gorbachev's misjudgement of the seriousness of the 'national question'. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The growth of ethnic dissent in Latvia, Lithuania and Estonia in 1986–87 [relevant to Extract 1]</li> <li>• Conflict between Armenians and Azeris over Nagorno-Karabakh in 1987–88 [relevant to Extract 1]</li> <li>• The growing demands for independence from many of the republics in 1988–90 [relevant to Extracts 1 and 2].</li> </ul> <p>Candidates should relate their own knowledge to the material in the extracts to counter or modify the view that that the USSR fell because of Gorbachev's misjudgement of the seriousness of the 'national question'. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Changes to the political structure of the USSR in the years 1985–90 [relevant to Extract 1]</li> <li>• The impact of <i>glasnost</i> on Soviet citizens as issues hitherto hidden had become the subject of open political discussion [relevant to Extract 2]</li> <li>• <i>Perestroika</i> had led to serious economic problems, including food shortages and a decline in industrial output [relevant to Extract 2]</li> </ul> |



| Question | Indicative content   |
|----------|--|
|          | <ul style="list-style-type: none"><li data-bbox="360 141 1362 230">• The attempts at economic reform had led to the growth of bribery, corruption and profiteering in many areas of the economy [relevant to Extract 2]</li><li data-bbox="360 253 1294 342">• Additional reasons, e.g. the role and popular appeal of Yeltsin in demanding widespread reforms, and in undermining Gorbachev's government.</li></ul> |