



GCSE HISTORY 8145/1A/C

Paper 1 Section A/C: Russia, 1894–1945: Tsardom and communism

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 G 8 1 4 5 / 1 A / C / M S

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

0	1

How does **Interpretation B** differ from **Interpretation A** about Stalin's wartime leadership?

Explain your answer based on what it says in **Interpretations A** and **B**.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	Analyse individual interpretations (AO4a) Analyse how interpretations of a key feature of a period differ (AO4b)	
Level 2:	Developed analysis of interpretations to explain differences based on their content	3–4
	Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.	
	For example, Interpretation A says that Stalin's intelligence and determined personality were the reasons why the USSR was successful against the Germans. Whereas, Interpretation B says that Stalin had weakened the Soviet army with his purges before the war and reduced their chance of success by not preparing the army properly as the German army approached.	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	Students are likely to identify relevant features in each interpretation(s).	
	For example, Interpretation A says Stalin was a great war leader whereas Interpretation B says he did not understand what was going on during the war.	
	Students either submit no evidence or fail to address the question	0

0	2

Why might the authors of **Interpretations A** and **B** have a different interpretation about Stalin's wartime leadership?

Explain your answer using **Interpretations A** and **B** and your contextual knowledge.

[4 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Analyse individual interpretations (AO4a)**
Analyse why interpretations differ (AO4c)

Level 2: **Developed answer analyses provenance of interpretation to explain reasons for differences** **3–4**

Students may progress from identification to explanation of the reasons for the differences in the interpretations supported by factual knowledge and understanding related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, and access to information, purpose and audience.

For example, the author of Interpretation B may be criticising Stalin's style of leadership in order to win support for himself as he has recently been appointed. He wants to give people confidence that they will see improvements under his leadership compared to Stalin's. Whereas the author of Interpretation A may want to emphasise how well he knew Stalin so that he himself seems more important.

Level 1: **Simple answer analyses provenance to identify reasons for difference(s)** **1–2**

Students are likely to identify relevant reasons for the differences in each interpretation(s). Related to, for example, differences in provenance, context of their time of writing, place, previous experience, knowledge, beliefs, circumstances, access to information, purpose and audience.

For example, Interpretation A was written by someone who relied on Stalin during the Second World War. Interpretation B was written by someone who wanted to be a different sort of leader from Stalin.

Students either submit no evidence or fail to address the question **0**

0	3

Which interpretation gives the more convincing opinion about Stalin's wartime leadership?

Explain your answer based on your contextual knowledge and what it says in **Interpretations A and B**.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target	Analyse individual interpretations (AO4a) Evaluate interpretations and make substantiated judgements in the context of historical events studied (AO4d)	
Level 4:	Complex evaluation of interpretations with sustained judgement based on contextual knowledge/understanding	7–8
	<p>Extends Level 3.</p> <p>Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.</p> <p>For example, Interpretation A is the most convincing because it recognises Stalin's wartime achievements. After the initial invasion and rapid advance across the USSR by the Germans, Stalin's military strategies and inspiring patriotism brought victory.</p>	
Level 3:	Developed evaluation of both interpretations based on contextual knowledge/understanding	5–6
	<p>Extends Level 2.</p> <p>Answers may assert one interpretation is more/less convincing.</p> <p>Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.</p> <p>For example, Interpretation B is convincing about the damaging effect of Stalin's purges on the Red Army. During the 1930s, Stalin wanted to remove all potential opposition and he targeted the Army. One fifth of all officers were sent to labour camps or killed which meant that the Red Army was not as strong as it could have been by the time of the German invasion. However, Interpretation A is also convincing because Stalin's defensive action with his 'scorched earth' policy shows his ability to plan in detail and act upon it. Whole factories were dismantled and reconstructed out of reach of the advancing Germans, and this allowed the USSR to keep its army supplied and able to fight back.</p>	

Level 2:	Simple evaluation of one interpretation based on contextual knowledge/understanding	3–4
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There may be undeveloped comment about the other interpretation.

Students may progress from a basic analysis of interpretations to simple evaluation, supported with factual knowledge and understanding.

For example, Interpretation A is convincing because Stalin did lead the USSR to victory in the Second World War. The German army surrendered at Stalingrad in 1943 and Soviet forces reached Berlin in 1945 before American and British troops arrived from the West.

Level 1:	Basic analysis of interpretation(s) based on contextual knowledge/understanding	1–2
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Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, Interpretation B is convincing because Stalin did ignore warnings from his colleagues about the invasion of Russia by Germany in 1942. He was taken by surprise.

Students either submit no evidence or fail to address the question	0
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0 4	Describe two problems faced by Stolypin in the years 1906 to 1911.	[4 marks]
Target	<p>The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.</p> <p>Demonstrate knowledge of the key features and characteristics of the periods studied (AO1a) Demonstrate understanding of the key features and characteristics of the periods studied. (AO1b)</p>	
Level 2:	<p>Answers demonstrate knowledge and understanding</p> <p>Students may progress from a simple demonstration of knowledge about the issues identified with extended reasoning supported by understanding of, for example, the ways in which events were problematic.</p> <p>For example, one problem was that Stolypin had to try and increase agricultural production in Russia. He allowed Kulaks to buy up land which created larger and more efficient farms.</p> <p>Another problem was dealing with thousands of strikers and revolutionaries that were opposed to the Tsar. He had many people exiled or hanged so that opposition in the countryside was contained.</p>	3–4
Level 1:	<p>Answers demonstrate knowledge</p> <p>Students demonstrate relevant knowledge about the issue(s) identified which might be related.</p> <p>For example, Stolypin had to get rid of all the people that opposed the Tsar.</p>	1–2
	Students either submit no evidence or fail to address the question	0

0	5

In what ways were the lives of Soviet people affected by collectivisation?

Explain your answer.

[8 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:4)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:4)

Level 4: **Complex explanation of changes** **7–8**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question

Extends Level 3.

Students may progress from a developed explanation of changes by explanation of the complexities of change arising from differences such as time, group, social and/or economic impact, supported by knowledge and understanding.

For example, people were affected differently by collectivisation depending on whether they were part of agricultural production in the countryside or industrial production in the cities. For the people in the countryside collectivisation damaged their food supply and livelihood but for those in industrial centres it increased the supply of food.

Level 3: **Developed explanation of changes** **5–6**
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation by developed reasoning considering **two or more** of the identified consequences, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, the lives of Kulaks were badly affected when they refused to give up their privately owned land to the Collectives. The government took food off them by force and many Kulaks were sent to labour camps as punishment for their opposition. Some Kulaks resorted to destroying their own crops rather than handing them over to the communists.

For example, ordinary peasants suffered under collectivisation because food production fell as the countryside adapted to the new farming methods of the

kolkhoz. However, the government still collected as much as it could for export and this left the people starving. There was a famine 1932-33.

Level 2: Simple explanation of change **3–4**
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding which might be related, for example, to **one** of the identified changes.

For example, peasants were forced to modernise their farming methods. They were given tractors, fertilisers and free seeds in order to increase production.

Level 1: Basic explanation of change(s) **1–2**
Answer demonstrates basic knowledge and understanding that is relevant to the question

Students identify change(s), which are relevant to the question. Explanation at this level is likely to be implicit or by assertion.

For example, peasants had to put their farms together to form large farms with shared ownership.

Students either submit no evidence or fail to address the question **0**

0	6
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Which of the following was the more important reason why Lenin was able to strengthen his control over Russia following the October Revolution:

- the use of force
- economic policies?

Explain your answer with reference to **both** bullet points.

[12 marks]

The indicative content is designed to exemplify the qualities expected at each level and is not a full exemplar answer. All historically relevant and valid answers should be credited.

Target **Explain and analyse historical events and periods studied using second-order concepts (AO2:6)**
Demonstrate knowledge and understanding of the key features and characteristics of the period studied (AO1:6)

Examiners are reminded that AO1 and AO2 are regarded as interdependent and when deciding on a level should be considered together. When establishing a mark within a level, examiners should reward three marks for strong performance in both assessment objectives; two marks may be achieved by strong performance in either AO1 or AO2 and one mark should be rewarded for weak performance within the level in both assessment objectives.

Level 4: **Complex explanation of both bullets leading to a sustained judgement** **10–12**
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question.

Extends Level 3

Students may progress from a developed explanation of change by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, both reasons were linked. In the short-term, the use of force was more important for Lenin to ensure he stayed in control by defeating the political challenge posed by the Whites. However, in the long term, mindful of the Kronstadt rebellion in 1921, Lenin had to strengthen his control by guaranteeing that the Russian people would continue to support him. This was achieved by his changed economic policies. The NEP allowed him to deliver the bread, peace and land he had promised.

Level 3: Developed explanation of both bullets 7–9
Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question

Extends Level 2.

Students may progress from a simple explanation of change with extended reasoning supported by developed factual knowledge and understanding.

For example, after the October Revolution, Lenin was able to strengthen his control because he had military success in the Civil War. The Red Guards that had led the takeover of Petrograd in 1917 were developed into the Red Army in 1918 and they were able to defeat the Whites. The Tsar was executed so that there was no possibility of him emerging as leader for the Whites.

For example, Lenin strengthened his control over Russia by changing his economic policy and creating the NEP in 1921. This was designed to improve the economy after the Civil War. War Communism had led to food shortages and famine in the countryside. The NEP allowed for private ownership and trading for profit which helped to increase production and brought more support for the communist government.

Level 2: Simple explanation of bullet(s) 4–6
Answer demonstrates specific knowledge and understanding that is relevant to the question

Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding.

For example, a new policy of War Communism was created by the government which took over all factories and brought the economy under state control. Production targets were set, and private trade was not allowed. Trade unions were banned, and food was rationed.

Level 1: Basic explanation of bullet(s) 1–3
Answer demonstrates basic knowledge and understanding that is relevant to the question.

Students recognise and provide a basic explanation of one/both bullet points.

For example, Lenin set up a secret police force called the Cheka, to remove any opponents by killing them. The Communists took control of the whole economy to make sure that the army was properly equipped and fed.

Students either submit no evidence or fail to address the question 0