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GCSE

**HISTORY**

**8145/1A/C**

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

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**Mark scheme**

Additional Specimen Material

Version E1.1

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 Assessment Writer.

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.

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

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How does **Interpretation B** differ from **Interpretation A** about Lenin’s importance to the Bolshevik Revolution?

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, For example, Trotsky (B) emphasises Lenin’s role in the timing of the Bolshevik Revolution claiming it would have happened, but Lenin hastened the event. By comparison students might explain that Sukhanov (A) never considered Lenin to be a threat because of his manner, ‘dictatorial’ and because of his ideas which were so ‘lunatic’ that he lacked support and put people off. He couldn’t even command the support of his own Bolsheviks.

**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, Lenin, according to Interpretation A, lacked support even amongst Bolsheviks – a man whose ideas were ‘unacceptable’, whereas Trotsky (Interpretation B) claims that he played the central role in the Revolution.

**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 Lenin’s importance to the Bolshevik Revolution?

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, students argue that Interpretations A and B were based on different circumstances, beliefs and purposes; Sukhanov was not a Bolshevik nor Lenin supporter. His ideas were influenced by his membership of the Social Revolutionary (ideologically opposed to the Bolsheviks) and by his support for the Provisional Government – which Lenin destroyed.

Trotsky (Interpretation B) was a keen Bolshevik who worked alongside Lenin during 1917 and afterwards played his part in the Bolshevik victory; so he tries to justify the idea that Lenin deserved his reputation as clearly pivotal to the timing of the Revolution.

**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 based on Sukhanov’s Social Revolutionary background and his support for the Provisional Government, so he wasn’t a Bolshevik supporter of Lenin.

Interpretation B was by one of Lenin’s inner circle who worked with him during the Revolution, so he supported Lenin enthusiastically.

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

**0 3**

Which interpretation gives the more convincing opinion about Lenin's importance to the Bolshevik Revolution?

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**

Extends Level 3.

Students may progress from a developed evaluation of interpretations by analysis of the relationship between the interpretations supported by factual knowledge and understanding.

For example, Interpretation B is more convincing because it is supported by explanations which argue that Lenin's oratory, ruthless organisational abilities and domination of the Bolsheviks were the keys to his success, and the Revolution would not have happened necessarily without him. By contrast, Interpretation A seems to claim that Lenin was on the sidelines; while there are questions about how much mass appeal Lenin and the Bolsheviks had, there was no doubting the success of their well-planned seizure of power in Oct/Nov1917.

**Level 3:**     **Developed evaluation of both interpretations based on contextual knowledge/understanding**     **5–6**

Extends Level 2.

Answers may assert one interpretation is more/less convincing.

Students may progress from a simple evaluation of the interpretations by extended reasoning supported by factual knowledge and understanding.

For example, there is convincing support for Interpretation A because of questions about the extent of Lenin and Bolshevik support in 1917 – it was still unclear how many people supported Lenin particularly in the countryside. His views did put some people off. The Bolsheviks only later portrayed themselves as part of a mass movement with Lenin at its head.

**Level 2: Simple evaluation of one interpretation based on contextual knowledge/understanding** **3–4**

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, developing an argument supporting Interpretation B by reference to Lenin’s remarkable qualities as an inspirational Bolshevik leader during the events of the Revolution.

**Level 1: Basic analysis of interpretation(s) based on contextual knowledge/understanding** **1–2**

Answers show understanding/support for one/both interpretation(s), but the case is made by assertion/recognition of agreement.

For example, Interpretation A is convincing as Lenin did not have mass support so might not appear dangerous; Interpretation B is not convincing as there was nothing in the events to suggest that the Bolsheviks were bound to win.

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

**0 4** Describe two problems faced by Stalin in dealing with the Great Patriotic War up to 1945. **[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**      **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)**

**Level 2:      Answers demonstrate knowledge and understanding      3–4**

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.

These might include: one problem was that ruling Russia during the Great Patriotic War was difficult because factories had to be relocated to areas safe from invasion so as to guarantee tank and general munitions production. Another problem was that challenges to Stalin’s leadership would not be tolerated, so victorious generals were sidelined and the NKVD imposed ruthless discipline on officers to overcome political distrust of the army.

**Level 1:      Answers demonstrate knowledge      1–2**

Students demonstrate relevant knowledge about the issue(s) identified which might be related, for example, relocation of factories, stimulating industrial production, use of propaganda to strengthen unity and the cult of leadership, food rationing, boosting the size of families, political control of the army, suppression of ethnic minorities, rehabilitation of the Church.

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



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In what ways did the lives of people in Russia change in the years between the 1905 Revolution and the start of the First World War?

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, in one sense policies affected people differently. Change worked for some and not for others. Factory workers gained better pay and conditions because there were more factory inspectors and profits were increasing, as well as the fact that sickness and accident insurance schemes were introduced; whereas the people living in rural areas not only found that debts were cancelled but also many were able to buy their own land, and a new prosperous class of Kulaks emerged.

In another sense, these same changes were not universally beneficial. The wave of industrial strikes before the war proved that many grievances remained and improvements were taking place too slowly. While in rural areas, the rapidly increasing peasant population meant that not everyone could have their own land, therefore millions of peasants continued to rely on inefficient farming and poor food supplies.

**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 many revolutionaries were changed by repressive policies because, following the 1905 Revolution the Tsar wished to recover his power and authority. Stolypin strengthened the secret police and introduced measures which resulted in the execution of 4000 people over 3 years.

For example, workers became more prosperous and conditions improved because there were more factory inspectors and, in 1912, sickness and accident benefits were introduced.

**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, to gain support for the government, there were changes to the lives of peasants because their redemption payments for their freedom and land were cancelled and, instead, they were encouraged to buy their own land – about 2 million did so and became prosperous Kulaks.

**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, there was: the cancellation of peasant's debts; the purchase of farms by peasants; suppression and executions.

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

**0 6**

Which of the following was the more important result of Stalin’s industrialisation of the USSR:

- economic modernisation
  - social benefits?

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 causation by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, building on the previous arguments about why the economy was more modern and why social benefits were available, students may conclude that the results of Stalin’s policies should be measured against their aims – to make the USSR militarily stronger and to put right the fact that the country was 50 or 100 years behind others. In which case, the economic miracle was more important, because the social benefits were won only through the advances in industrial production (which increased the standard of living) and because they would help USSR modernise even more, eg free education.

**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 causation with extended reasoning supported by developed factual knowledge and understanding.

For example, answers would explain why Stalin could justify claims that the USSR had become a more modern state. Production levels had increased massively in key areas, such as coal, oil, electricity and iron. Waste and inefficiency had been reduced through the building of modern plant. All this placed the USSR on a more equal footing with, say, Germany. Socially, there were benefits as, by the late 1930s, workers had improved their conditions – workers with high skills benefited from better housing and access to good medical care. There were crèches so women could work, and education and training were available for free.

**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 causation by using simple reasoning and supporting it with factual knowledge and understanding.

For example, production massively increased – figures for heavy industries showed massive rises which made the USSR a more modern state which was less reliant on inefficient manufacturing or agriculture. Socially, benefits included full employment and workers could take advantage of free education and medicine. Skilled jobs were better paid.

**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, Russia was modernised industrially, but there were social benefits such as no unemployment – jobs for all, including women.

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