



Mark Scheme (Results)

November 2021

Pearson Edexcel GCE

In History (9HI0)

Paper 1: Breadth study with interpretations

Paper

Option 1E: Russia, 1917–91: from Lenin to Yeltsin

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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	<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.

Level	Mark	Descriptor
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 the Bolsheviks' poor handling of the economy was the main reason for the difficulties faced by the Soviet regime in the years 1917-28.</p> <p>Arguments and evidence that the Bolsheviks' poor handling of the economy was the main reason for the difficulties faced by the Soviet regime in the years 1917-28 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Decree on Workers' Control (1917) led to huge worker pay rises and the removal of experienced managers and technical specialists, which undermined efforts to maintain production and lower inflation • War Communism (1918-21) led to economic collapse and serious social discontent, e.g. by 1921 industrial production had plummeted and there was widespread rural unrest • The introduction of the NEP in 1921 caused serious divisions within the Bolshevik party because of the concessions the policy made to capitalist practices, e.g. acceptance of private industry and private trade • The operation of the NEP (1921-28) threatened to undermine the Soviet regime and its plans for an industrialised socialist society, e.g. the 'scissors crisis' and peasant hoarding of grain. <p>Arguments and evidence that the Bolsheviks' handling of the economy was not the main reason/other factors were the main reason for the difficulties faced by the Soviet regime in the years 1917-28 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • War Communism provided the Red Army with the resources required to ensure a Bolshevik victory in the civil war; the NEP facilitated an economic recovery which dampened anti-Bolshevik opposition • Political opposition to the Bolshevik coup in 1917, fuelled by outrage at the Brest Litovsk treaty (1918), led to the civil war that directly challenged communist rule • Peace negotiations with Germany (1918) exposed Bolshevik military weakness and divisions among the senior communist leaders about how to leave the war • Resistance to the imposition of one-party rule contributed to serious revolts against the Bolshevik regime, e.g. the Kronstadt Mutiny (1921) and the Tambov Rising (1920-21). <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 successes of Soviet industrial policy outweighed the failures in the years 1953-85.</p> <p>Arguments and evidence that the successes of Soviet industrial policy outweighed the failures in the years 1953-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Under Khrushchev, greater emphasis was placed on light industries which led to the wider availability of consumer goods and raised living standards for many Soviet citizens, e.g. the Seven Year Plan (1959-65) • Khrushchev's reforms to decentralise industrial policy and encourage local initiative had some positive impact, e.g. establishing regional economic councils and replacing Stalin's harsh labour laws with worker incentives • Under Brezhnev's Ninth Five Year Plan (1971-75), the output of consumer goods increased; by 1980, 85 per cent of families had televisions and 70 per cent had washing machines • Brezhnev was able to diversify and counter the military-industrial complex to some extent by persuading heavy industry that more resources must continue to be channelled into consumer industries (and agriculture). <p>Arguments and evidence that the successes of Soviet industrial policy did not outweigh the failures in the years 1953-85 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 stifling bureaucratic conservatism, which hampered any initiatives to improve industrial efficiency and product quality • Initiatives to decentralise and reinvigorate industrial decision-making were successfully resisted by conservatives within the Soviet system, e.g. the failure of the Liberman Plan and the Kosygin reforms in the 1960s • Andropov's attempts to improve industrial production through an anti-corruption campaign and initiatives to combat absenteeism and alcoholism among the work force had little impact • 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 of resources. <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 the suggestion that the personality cult of Stalin was markedly different from the personality cults of Khrushchev and Brezhnev.</p> <p>Arguments and evidence that the personality cult of Stalin was markedly different from the personality cults of Khrushchev and Brezhnev should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Stalin's personality cult was more developed and on a far larger scale than those of his successors, partly due to the pathological and narcissistic nature of his character and length of time he was in power • Stalin's personality cult reinforced his personal dictatorship from the 1930s, but Khrushchev and Brezhnev did not use their personality cults in the same way, e.g. Stalin was referenced in the Soviet national anthem • Stalin's personality cult inspired fear and respect among the Soviet population, but Khrushchev's and Brezhnev's personality cults did not have the same effect • Stalin's personality cult venerated his predecessor, Lenin, whereas Khrushchev's and Brezhnev's personality cults either sharply criticised, or largely ignored, their immediate predecessors. <p>Arguments and evidence that the personality cult of Stalin was not markedly different from the personality cults of Khrushchev and Brezhnev should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The personality cults of Stalin, Khrushchev and Brezhnev all venerated, and linked themselves to, Lenin in order to legitimise their authority, power and status • All three personality cults helped to stabilise the Soviet regime during difficult periods (e.g. the Five-Year Plans, the Second World War and the Cold War) by making the leader the focus for unity and loyalty • All three personality cults drew on and exploited traditional Russian culture by emulating the autocratic tradition of Tsarism and creating a secular 'religion' to replace the Orthodox faith • All three personality cults were used to reinforce the power of individual leaders and raise them above the collective leadership of the Politburo; all three sought to exploit their role in the Soviet victory in the War. <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 the significance of Soviet educational policy for the population of the USSR in the years 1917-85.</p> <p>Arguments and evidence that Soviet educational policy was significant for the population of the USSR in the years 1917-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Soviet regime established a system of universal compulsory education by the 1930s, raising the number of children who had access to education from 14 million in 1929 to over 20 million in 1931 • Soviet provision of education led to the almost complete eradication of illiteracy during this period with literacy levels raised to 98-99 per cent by 1959 • The development of part-time adult education (<i>rabfaki</i>) as a 'second chance' provision from the 1950s offered self-improvement and enhanced job prospects; by 1964 over two million took such courses • From the 1930s, the expansion of Soviet higher education improved the prospects for promotion and upward social mobility for working class and female students; by 1980, 5.1 million students were in higher education. <p>Arguments and evidence that Soviet educational policy was not significant and/or other factors were more significant for the population of the USSR in the years 1917-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Lack of resources hindered Soviet plans for a universal programme of compulsory education until the 1950s, e.g. the failure of Lunacharsky's 1917 initiative to provide education for all 7 to 17 year olds • Up to the 1980s, traditional rural, ethnic and cultural attitudes towards education disadvantaged rural children and Muslim females, and compulsory ideological content reduced Soviet education to propaganda • The main route to high status jobs in the USSR - academic secondary education – although technically open to all, continued to be dominated by the children of the Soviet white-collar and managerial elite • Full or almost full employment in the USSR since the 1930s provided job security, the introduction of a minimum wage in 1956 and real wage increases in the 1960s and 1970s • The expanding provision of housing from the 1950s improved Soviet lives, e.g. Khrushchev's extensive housing programme helped to double state-provided living space in the years 1951-61 • The expanding provision of social benefits and healthcare improved Soviet lives, e.g. rising numbers of doctors and hospital beds in the years up to 1940, and continued healthcare and welfare expansion after 1950. <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 Soviet economic reform 'faced formidable obstacles'.</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"> • The Soviet population was used to a state-controlled, centrally-directed economy and were not prepared for the changes market reforms and the drive for increased efficiency would bring • Soviet officials had a vested interest in obstructing economic reform to preserve their power and privileges; managers relied on central planning and were not familiar with marketing • Government errors in policy making, such as the 12th Five-Year Plan, help to explain the failure of economic reform in the USSR and its contribution to the collapse of the Soviet Union. <p>Extract 2</p> <ul style="list-style-type: none"> • Gorbachev attempted to reform the Soviet system politically and economically but, by 1990, an ideological, economic and nationalist crisis had developed in the USSR • The decision to end the Soviet one-party state through the repeal of Article 6 created an ideological crisis for communism and produced a political vacuum • The Soviet economy contracted sharply and independence and separatist movements in areas such as the Baltic states and the Russian republic gathered momentum. <p>Candidates should relate their own knowledge to the material in the extracts to support the view that the USSR collapsed in 1991 because Soviet economic reform 'faced formidable obstacles'. Relevant points may include:</p> <ul style="list-style-type: none"> • The market reforms of 1987-90 undermined the central planning system without creating an effective market alternative; this led to growing popular discontent, strikes and declining support for the communist party • Economic reform was resisted by powerful party, state and military interests, and the population, e.g. Gorbachev's 1986 comment 'Take Gosplan ... what they want, they do' and the failure to curb alcoholism • Cooperatives, established in 1988, were productive but often fell victim to corrupt officials demanding 'permission' bribes and criminal gangs operating extortion rackets • Gorbachev's initial reliance on the flawed 12th Five-Year Plan to promote economic growth served only to underline the serious weaknesses of the

Question	Indicative content
	<p>Soviet system e.g. out of date technology, quantity not quality.</p> <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 Soviet economic reform 'faced formidable obstacles'. Relevant points may include:</p> <ul style="list-style-type: none"> • Gorbachev's moves towards democratisation and political reform, notably the abolition of Article 6, effectively ended the communist one-party state and permitted other parties to be set up and contest elections • The growth of nationalist discontent in the USSR e.g. the Baltic republics, Nagorno-Karabakh and Georgia; Gorbachev's insensitive handling of the national minorities undermined central government-republic relations • Yeltsin used the Russian republic as a nationalist power base to undermine Gorbachev's and the central Soviet government's position; Yeltsin also encouraged the demands of the non-Russian republics for independence • Many of Gorbachev's policies had unintended consequences, e.g. <i>glasnost</i> led to mounting public criticism of communist rule; Gorbachev was unlucky, e.g. the nuclear disaster at Chernobyl in 1986.