# Mark Scheme (Results)

## Summer 2024

Pearson Edexcel
In GCE History (8HI0/1E)
Advanced Subsidiary

Paper 1: Breadth study with interpretations

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

**Edexcel and BTEC Qualifications**

BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

**Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Summer 2024
Question Paper P71851A
Publications Code 8HI0_1E_2406_MS
All the material in this publication is copyright
© Pearson Education Ltd 2024

**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.

## How to award marks when level descriptions are used

### 1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

### 2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

#### Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

#### Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

## 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** | **1–4** | • Simple or generalised statements are made about the topic.<br>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.<br>• The overall judgement is missing or asserted.<br>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision. |
| **2** | **5–10** | • 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 question.<br>• Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question.<br>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.<br>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. |
| **3** | **11–16** | • 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.<br>• 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.<br>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.<br>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. |
| **4** | **17–20** | • 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.<br>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.<br>• 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.<br>• 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. |

## 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** | **1–4** | • Demonstrates only limited comprehension of the extracts, selecting some material relevant to the debate.<br>• Some relevant contextual knowledge is included, with limited linkage to the extracts.<br>• Judgement on the view is assertive, with little or no supporting evidence |
| **2** | **5–10** | • Demonstrates some understanding and attempts analysis of the extracts by describing some points within them that are relevant to the debate.<br>• 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.<br>• A judgement on the view is given, but with limited support and related to the extracts overall, rather than specific issues |
| **3** | **11–16** | • Demonstrates understanding of the extracts and shows some analysis by selecting and explaining some key points of interpretation they contain and indicating differences<br>• Knowledge of some issues related to the debate is included to link to, or expand, some views given in the extracts.<br>• A judgement is given and related to some key points of view in the extracts and discussion is attempted, albeit with limited substantiation. |
| **4** | **17–20** | • Demonstrates understanding of the extracts, analysing the issues of interpretation raised by comparison of them.<br>• 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.<br>• Discusses evidence 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. |

## 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.<br><br>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.<br><br>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:<br><br>• 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<br><br>• War Communism (1918-21) led to economic collapse and serious social discontent, e.g. by 1921 industrial production amounted to only 20 per cent of 1913 levels and there was widespread rural unrest<br><br>• 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<br><br>• 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.<br><br>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:<br><br>• War Communism facilitated the Bolshevik victory in the civil war; the NEP-led economic recovery of the mid-1920s dampened anti-Bolshevik opposition; the inherited negative economic legacy of the First World War<br><br>• 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<br><br>• Peace negotiations with Germany (1918) exposed Bolshevik military weakness and communist divisions about how to leave the war; the Soviet leadership power struggle (1924-28) intensified personal rivalries<br><br>• 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).<br><br>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.<br><br>Candidates are expected to reach a judgement on whether Brezhnev's leadership was the main reason for the decline of the Soviet economy in the years 1964-82.<br><br>Arguments and evidence that Brezhnev's leadership was the main reason for the decline of the Soviet economy in the years 1964-82 should be analysed and evaluated. Relevant points may include:<br><br>• Brezhnev's accession led to the adoption of a far less ambitious approach regarding the quantity and quality of the consumer goods the Soviet economy was expected to produce<br><br>• Brezhnev increased military spending from 11 per cent of GDP (1964) to 13 per cent (1970) but this acted as a serious drain on the Soviet economy and led to growing economic problems<br><br>• Brezhnev mostly resisted economic reform, largely accepted the Soviet economy as it was, attempted to lower public expectations regarding economic performance, and turned a blind eye to the black economy<br><br>• Brezhnev's increasingly poor health in the later 1970s and early 1980s rendered him incapable of initiating much-needed economic reform.<br><br>Arguments and evidence that Brezhnev's leadership was not the main reason/ other factors were the main reason for the decline of the Soviet economy in the years 1964-82 should be analysed and evaluated. Relevant points may include:<br><br>• Brezhnev accepted that some reform of the Soviet economy was necessary and was prepared to introduce measures in an attempt to improve economic performance, e.g. the Kosygin reforms of 1968<br><br>• Brezhnev was confronted by a Stalinist legacy of centralised planning and bureaucratic conservatism which hampered initiatives in the years 1964-82 to improve economic efficiency and product quality<br>• Brezhnev inherited from his predecessor, Khrushchev, a Soviet economy which was increasingly dependent on grain imports from the West due to the inefficiency of the agricultural sector<br>• The Soviet empire drained the USSR economically, e.g. by the early 1980s the Warsaw Pact received an annual subsidy of $3 billion from the Soviet Union; Cuba and Vietnam also received significant aid and subsidies.<br><br>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.<br><br>Candidates are expected to reach a judgement about how accurate it is to say that Soviet government's hostility towards religion did not change in the years 1917-85.<br><br>Arguments and evidence that the Soviet government's hostility towards religion did not change in the years 1917-85 should be analysed and evaluated. Relevant points may include:<br><br>• The Marxist-driven Soviet government remained ideologically opposed to religion and its institutions throughout this period because such belief systems threatened to undermine socialist values and communist control<br><br>• The Soviet government engaged in the persecution of religious personnel throughout the period, e.g. the targeting of priests and other religious figures under Lenin, Stalin, Khrushchev and Brezhnev<br><br>• The Soviet government attempted to dismantle the infrastructure of organised religion during this period, e.g. the destruction or conversion of churches under Lenin, Stalin and Khrushchev<br><br>• The Soviet government used propaganda and education to weaken public attachment to religion, e.g. the League of the Militant Godless under Stalin, the space programme under Khrushchev and science education under Brezhnev.<br><br>Arguments and evidence that the Soviet government's hostility towards religion did change in the years 1917-85 should be analysed and evaluated. Relevant points may include:<br><br>• Under Lenin, the Soviet authorities funded Islamic schools and encouraged Muslims to join the communist party; Lenin was less hostile to Islam because there had been no official link between Islam and the Tsarist system<br><br>• Stalin made a pragmatic alliance with the Orthodox church during the Second World War to strengthen the war effort, e.g. anti-religious censorship and propaganda was ended and 414 churches were reopened<br><br>• Under Brezhnev, the Soviet leadership was more tolerant of the Orthodox church, aware that religious persecution alienated Western opinion and complicated the conduct of Soviet foreign policy<br><br>• Brezhnev supported Islam as a 'progressive, anti-colonial and revolutionary creed', potentially anti-American in orientation, e.g. the founding of the Spiritual Board of Muslims of Central Asia and Kazakhstan.<br><br>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.<br><br>Candidates are expected to reach a judgement on how accurate it is to say that the status of women in Soviet society under Stalin was different from the status of women in Soviet society under Khrushchev and Brezhnev.<br><br>Arguments and evidence that the status of women in Soviet society under Stalin was different from the status of women in Soviet society under Khrushchev and Brezhnev should be analysed and evaluated. Relevant points may include:<br><br>• Under Khrushchev and Brezhnev greater emphasis was placed on the provision of social benefits, such as healthcare, maternity arrangements and childcare to improve conditions for women<br><br>• Women were given access to abortion once again in 1955, thereby allowing females greater control over their own bodies; Stalin had made abortion illegal in 1936<br><br>• Brezhnev's Family Code of 1968 gave women greater protection by making it illegal to divorce a woman who was pregnant or with a child under the age of one<br><br>• Under Khrushchev and Brezhnev female role models were more prominent, e.g. the astronaut Valentina Tereshkova, the actress Ludmila Savelyeva and the gymnast Ludmilla Tourischeva.<br><br>Arguments and evidence that the status of women in Soviet society under Stalin was similar to the status of women in Soviet society under Khrushchev and Brezhnev should be analysed and evaluated. Relevant points may include:<br><br>• Although women had greater employment opportunities during these years, most females worked in relatively unskilled low paid jobs, e.g. routine factory work and agricultural labour<br><br>• Throughout the entire period the 'double burden' put considerable pressure on women – the entrenched expectation that women should combine employment with family responsibilities<br><br>• Throughout, women were underrepresented at all levels in the Communist Party, e.g. in the 1930s only 16 per cent of party members were women and the first female Praesidium member was appointed in 1957<br><br>• The wives of the Soviet elite under Stalin, Khrushchev and Brezhnev led similar lives, e.g. they did not have to enter the workforce and were encouraged to engage in 'social' or community work.<br><br>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.<br><br>Candidates are expected to use the extracts and their own knowledge to consider the view that the collapse of the Soviet Union came about because of the power of nationalism. Reference to the works of named historians is not expected, but candidates may consider historians' viewpoints in framing their argument. Candidates should use their discussion of various views to reach a reasoned conclusion.<br><br>In considering the given view, the points made by the authors should be analysed and evaluated. Relevant points may include:<br><br>Extract 1<br><br>• Regional leaders placed allegiance to their own republics over loyalty to the USSR, making nationalism a powerful force<br><br>• Large-scale public demonstrations for national independence took place in various parts of the Soviet Union including Kiev and the Baltic states<br><br>• Nationalism was an important factor in the collapse of the Soviet Union because it was fuelled by other problems and issues, e.g. economic decline and constraints on religion and culture.<br><br>Extract 2<br><br>• Gorbachev's reform measures in 1985-87 failed to boost the economy<br><br>• Perestroika did not achieve its main objective which was to improve economic performance<br><br>• 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.<br><br>Candidates should use their own knowledge of the issues to address the view that the collapse of the Soviet Union came about because of the power of nationalism. Relevant points may include:<br><br>• Gorbachev's initiatives (e.g. cadre change and anti-corruption) threatened the status of regional elites and the latter backed popular nationalist agendas to maintain public support and their privileged positions<br><br>• By 1988 large popular front independence movements were growing in all three Baltic states; in 1990 the three Popular Fronts declared independence after each achieved a majority in Supreme Soviet elections<br><br>• The growth of nationalism in the republics was fuelled by the failure of Gorbachev's economic reforms to improve living standards in the regions and his appointment of Russian local leaders<br><br>• Demands for greater autonomy/independence were encouraged by glasnost which exposed Stalin's brutality to non-Russian peoples, revealed higher Western living standards and permitted pro-nationalist propaganda.<br><br>Candidates should use their own knowledge of the issues related to the debate to address other conditional and/or contingent reasons which explain the collapse of |

| | |
|---|---|
| | the Soviet Union. Relevant points may include:<br>• 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<br>• 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<br>• 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<br>• Glasnost (1986-88) led to extensive criticism of the Soviet system, which undermined public confidence in communist rule, e.g. Stalin's terror, the extent of rural poverty and inadequate education and healthcare.<br><br>Other relevant material must be credited. |

Pearson Education Limited. Registered company number 872828
with its registered office at 80 Strand, London, WC2R 0RL, United Kingdom