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GCSE

**HISTORY**

**8145/1A/C**

Paper 1A/C: Russia, 1890–1945: Tsardom and communism

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**Mark scheme**

Specimen Material

Version E1

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.

|   |   |
|---|---|
| 0 | 1 |
|---|---|

How does **Interpretation B** differ from **Interpretation A** about collectivisation?

Explain your answer using **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.

|                 |  |            |
|-----------------|--|------------|
| <b>Target</b>   | <b>Analyse individual interpretations (AO4a)</b><br><b>Analyse how interpretations of a key feature of a period differ (AO4b)</b>  |            |
| <b>Level 2:</b> | <b>Developed analysis of interpretations to explain differences based on their content</b>   | <b>3–4</b> |
|                 | Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences, for example, Kopelev (B) emphasises that despite the appalling effects of the famine, collectivisation was justified because the ends would mean prosperity for all. By comparison candidates might explain the report (A) supports idea that collectivisation was a hate campaign that was going to be impossible to achieve. |            |
| <b>Level 1:</b> | <b>Simple analysis of interpretation(s) to identify differences based on their content</b>   | <b>1–2</b> |
|                 | Students are likely to identify relevant features in each interpretation(s), for example, collectivisation, according to the special report (A), focused entirely on the desperate plight of people facing famine, whereas Kopelev (B) claims that collectivisation was justified.   |            |
|                 | <b>Students either submit no evidence or fail to address the question</b>  | <b>0</b>   |

**0 2**

Why might the authors of **Interpretations A** and **B** have a different interpretation about collectivisation?

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, candidates argue that Interpretations A and B were based on different circumstances, beliefs and purposes; the then newly independent Ukrainian Parliament (Interpretation A) was marking the famine as an Anniversary and its anti-Soviet report exposed the cruelties of the country's old rulers. Kopelev (Interpretation B) was a keen young Communist ('True Believer') who was swept along by idealism in the Communist system at that time and so he tries to justify the idea that forced collectivisation was all for the best in the long run for the future of the Soviet State.

**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 eye witness accounts of the famine; people who hated the Soviets. Interpretation B was by a young Communist believer, so he supported collectivisation enthusiastically.

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

**0 3**

Which interpretation do you find more convincing about collectivisation?

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

**[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, the judgement that although both Interpretation A and B agree that collectivisation brought about significant hardship, Interpretation B is more convincing because it talks about the ideals and motivations behind the people who implemented the policy. By contrast Interpretation A seems to attribute the hardship to deliberate cruelty without consideration of the historical context that Russia needed to modernise its economy.

**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, supporting Interpretation B because of references to 1930s propaganda/communist ideology and/or the rationale for 'de-Kulakisation'.

**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 A by reference to the numbers of people who died as a result of famine/the cruelties of collectivisation and/or the deliberate use of unrealistic quotas by Moscow to justify the seizures of grain.

**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 forced collectivisation led to the millions of deaths from famine; Interpretation B is not convincing as young Communists had been brainwashed by Stalin's ideas.

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

|          |          |
|----------|----------|
| <b>0</b> | <b>4</b> |
|----------|----------|

Describe two problems faced by Tsar Nicholas II's government in ruling Russia up to 1905.

**[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 was difficult as the belief of some revolutionary groups in violent struggle created problems so the Tsar had to rely on the use of secret police to suppress them.  
 Another problem was the size of Russia and the huge extent of its problems, such as ancient farming practices and land holdings made modernisation difficult.

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

Students demonstrate relevant knowledge about the issue(s) identified which might be related, for example, revolutionary groups were growing in numbers; people wanted better living and working conditions.

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

|   |   |
|---|---|
| 0 | 5 |
|---|---|

In what ways were the lives of people in Russia affected by the policies of the Provisional Government during 1917?

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, the policies of the Provisional Government affected the urban and rural people differently. People living in urban areas starved because supply chains did not improve whereas the people living in rural areas decided to take matters into their own hands and seize the land themselves

**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 peasants were disappointed by the absence of land reforms, so they had to take matters into their own hands and seize land in order to redistribute holdings and boost food production.

For example, workers had hoped for the right to go on strike to improve working conditions, but the Provisional Government allowed factory owners the right to dismiss anyone who went on strike.

**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, the food shortages in the cities got worse because the Provisional Government failed to take measures to improve the food supply chains.

**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, under the Provisional Government there were more food shortages.

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

**0 6**

Which of the following was the more important reason why Lenin was able to strengthen his rule over Russia:

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

For example, candidates may conclude that the Red Army played a vital role in stabilising the country during a period of violence and without this control Lenin would have been unable to implement his economic policies, or that despite the success of the Red Army in defeating its enemies, its own supporters were turning against it by 1921, so without reform of the economy the Bolsheviks would have struggled to keep control.

|                 |   |            |
|-----------------|---|------------|
| <b>Level 3:</b> | <p><b>Developed explanation of both bullets</b><br/> <b>Answer demonstrates a range of accurate knowledge and understanding that is relevant to the question</b></p> <p>Extends Level 2.</p> <p>Students may progress from a simple explanation of causation with extended reasoning supported by developed factual knowledge and understanding.</p> <p>For example, Lenin was able establish power over Russia was because of the impact the Red Army had in defeating the enemies of the Bolsheviks by winning the Civil War. Also its ability to suppress dissent such as the Kronstadt Rising. Economic policies in the form of the New Economic Policy also established control as they helped the economy to recover by stimulating production and thereby stabilising the country after the dislocation of the war, the Civil War and War Communism.</p> | <b>7–9</b> |
| <b>Level 2:</b> | <p><b>Simple explanation of bullet(s)</b><br/> <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.</p> <p>For example, Lenin’s power in Russia was strengthened by the work of the Red Army as they defeated the Whites and foreign armies in the Russian Civil War. The New Economic Policy was important in securing popular support for Lenin as production had slumped and there were shortages.</p>  | <b>4–6</b> |
| <b>Level 1:</b> | <p><b>Basic explanation of bullet(s)</b><br/> <b>Answer demonstrates basic knowledge and understanding that is relevant to the question</b></p> <p>Students recognise and provide a basic explanation of one/both bullet points.</p> <p>For example, Lenin’s rule was stronger because the Red Army won the Civil War; his economic policies would help to reduce the food shortages.</p>   | <b>1–3</b> |
|                 | <p><b>Students either submit no evidence or fail to address the question</b></p>  | <b>0</b>   |