

Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

I declare this is my own work.

GCSE HISTORY

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

Time allowed: 1 hour

Materials

For this paper you **must** ensure you have:

- An Interpretations Booklet (enclosed).

Instructions

- Use black ink or black ball-point pen.
- Fill in the boxes at the top of this page.
- Answer **all six** questions.
- Do all rough work in this book.
Cross through any work you do not want to be marked.
- You must answer the questions in the spaces provided.
Do **not** write outside the box around each page or on blank pages.
- If you need extra space for your answer(s), use the lined pages at the end of this book. Write the question number against your answer(s).

Information

- The maximum mark for this paper is 40.
- The marks for questions are shown in brackets.

For Examiner's Use	
Question	Mark
01	
02	
03	
04	
05	
06	
TOTAL	

0 3

Which interpretation gives the more convincing opinion about Stolypin?

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

[8 marks]

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0 | **6**

Which of the following was the more important reason why Lenin was able to increase his control in Russia, 1918-1924:

- military success
- economic policies?

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

[12 marks]

Turn over ►

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Lined writing area with 25 horizontal lines.

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12

END OF QUESTIONS

There are no questions printed on this page

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outside the
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**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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Question number	Additional page, if required. Write the question numbers in the left-hand margin.

There are no questions printed on this page

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**DO NOT WRITE ON THIS PAGE
ANSWER IN THE SPACES PROVIDED**

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* 216g8145/1a/c *



GCSE HISTORY

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

Interpretations Booklet

Interpretations **A** and **B** for use in answering Questions 01, 02 and 03

Interpretation A Adapted from the 'Memoirs of Count Witte', published in 1921.

Witte was the Minister who introduced the October Manifesto (1905). Nicholas II sacked him and later replaced him with Witte's rival, Stolypin.

The October Manifesto had promised people political rights, such as freedom of speech. But Stolypin blocked all attempts to carry out what we had promised. He allowed the police to enter homes and arrest people illegally. The men in Stolypin's Government were only interested in their own careers and did as they pleased. As a result Stolypin lost the respect of all decent people.

5

Interpretation B Adapted from 'Government and Opinion in the reign of Nicholas II' by Vladimir Gurko, published in 1939.

Gurko was a Russian noble and government minister. He helped Stolypin introduce his reforms.

Stolypin's only thought was for the good of his country. He worked successfully with the Duma. Under his clever direction, calm and peace spread throughout the country. Wealth increased rapidly. In 1900 the average Russian had an income of 98 roubles a year, but by 1912 it was 130 roubles. He was one of the most outstanding ministers of Nicholas II.

5

END OF INTERPRETATIONS

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GCSE

HISTORY

8145/1A/C

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

Mark scheme

June 2021

Version: 1.0 Final

216G8145/1A/C/MS

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.

Further copies of this mark scheme are available from 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
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How does **Interpretation B** differ from **Interpretation A** about Stolypin?

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
	<p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, Interpretation A criticises Stolypin for damaging political progress in Russia by undermining the October Manifest and disrespecting the Duma. Whereas Interpretation B credits Stolypin with improving the political stability and economy of Russia.</p>	
Level 1:	Simple analysis of interpretation(s) to identify differences based on their content	1–2
	<p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, Interpretation A says that Stolypin was a bad politician. Interpretation B says he was a successful politician.</p>	
	Students either submit no evidence or fail to address the question	0

0	2
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Why might the authors of **Interpretations A** and **B** have a different interpretation about Stolypin?

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, Interpretation A is likely to be opposed to Stolypin because, as he was the author of the October manifesto, Witte wanted to see the development of the Duma's power. However, Stolypin ignored the Duma and ruled by force.

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 is likely to be jealous of Stolypin because Stolypin got his job but Interpretation B is positive because Gurko worked alongside Stolypin and would therefore be positive about his contribution.

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

0	3
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Which interpretation gives the more convincing opinion about Stolypin?

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, both interpretations have convincing aspects. As outlined in Interpretation B there was significant industrial growth in Russia while Stolypin was Prime Minister but there was also a significant increase in the repression of radicals. Huge numbers were arrested and executed giving rise to the term ‘Stolypin’s necktie’ in reference to the hangman’s noose.

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, Interpretation A is convincing because Stolypin was more conservative than Witte and he did not support further democratisation of Russia. In fact, he excluded large numbers from voting for the second Duma in 1907.

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, Interpretation B is convincing in its praise of Stolypin's land reforms. He made it possible for peasants to opt out of the mir communes and make individual profits.

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 because Stolypin did execute strikers and protesters. Interpretation B is convincing because peasants were able to prosper.

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

0	4
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Describe two problems faced by the Russian people during the First World War.

[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.

One problem was that the cities became overcrowded with industrial workers doing created by war contracts and refugees fleeing from the advancing German army.

Another problem was the increase in food prices. Since many peasants were conscripted into the army there were not enough people left behind to farm the land and this created food shortages which in turn drove prices up.

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

Students demonstrate relevant knowledge about the issue(s) identified which might be related.

For example, people lost confidence in the Tsar’s leadership because the army suffered so many defeats.

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

0	5
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In what ways were the lives of people affected by Stalin’s dictatorship?

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, Stalin’s dictatorship affected the quality of peoples’ lives on many levels. Their physical freedom was restricted by the risk of arrest and imprisonment but even if they remain at liberty, their intellectual freedom was denied through strict censorship.

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, Stalin wanted to modernise agriculture. Peasants were forced to join collectives under the control of communist leaders. Kulak who refused to hand over land or produce were arrested.

For example, people were effectively brainwashed by the ‘Cult of Personality’ which convinced them that Stalin was a force for good in the country. Stalin and his achievements were constantly praised in public display; people were persuaded that denunciation of suspected counter revolutionaries was a patriotic duty.

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, millions of people were arrested during the Great Terror and sent to do hard labour in prison camps called Gulags.

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, religious worship was banned.

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 reason why Lenin was able to increase his control in Russia, 1918-1924:

- military successes
- 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, both factors were interlinked. In the short-term military success was more important. However, in the long term, mindful of the Kronstadt rebellion in 1921, Lenin had to consolidate his success by guaranteeing that the Russian people would continue to support him. Economic policies were the means he used 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 causation with extended reasoning supported by developed factual knowledge and understanding.

For example, Lenin recognised that because of the hardship endured during

the Civil war, he should abandon War Communism. He created the NEP in 1921 to improve the economy after the Civil War and the NEP allowed for private ownership and trading for profit which increased helped to increase production and brought more support for the communist government.

For example, Lenin was able to stay in control after revolution because he had military success in the Civil war. The Bolsheviks controlled the towns and railways and the Red army was well led by Trotsky. Although the White Army had the support of foreign troops, they were still defeated by the Reds.

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, Lenin introduced War Communism to produce more weapons and food. The state took control of factories, trade unions were banned and food was rationed. The Cheka took surplus grain off peasants.

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, the Communists took control of the whole economy to make sure that the army was properly equipped and fed.

The Reds won the Civil War against the Whites.

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