

Please write clearly in block capitals.

Centre number

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Candidate number

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Surname

Forename(s)

Candidate signature

GCSE HISTORY

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

Monday 3 June 2019

Morning

Time allowed: 2 hours

Materials

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

- An Interpretations Booklet (enclosed).
 - The other optional Question Paper/Answer Book and Sources Booklet for the **Paper 1 Section B** topic you are entered for.
- You will have 2 hours to complete **both** papers.

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 the questions are shown in brackets.

Advice

- You are advised to spend about 1 hour on **Paper 1 Section A** and about 1 hour on **Paper 1 Section B**.

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

Answer **all six** questions.

Read **Interpretations A** and **B** in the Interpretations Booklet.

0	1
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How does **Interpretation B** differ from **Interpretation A** about Lenin's Government?

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

[4 marks]

4

0 2

Why might the authors of **Interpretations A** and **B** have a different interpretation about Lenin's Government?

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

[4 marks]

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box*

4

Turn over ►

[8 marks]

[illegible]

8

IB/M/Jun19/8145/1A/C

Describe two problems Stalin overcame to take control of the Communist Party after the death of Lenin.

[illegible]

4

[8 marks]

[illegible]

IB/M/Jun19/8145/1A/C

8

[12 marks]

[illegible]

IB/M/Jun19/8145/1A/C

[illegible]

Extra space

12

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box*

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

* 1 3 *

* 15 *

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ANSWER IN THE SPACES PROVIDED**

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*** 196g8145/1a/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 'Year One of the Russian Revolution' by Victor Serge, published in France in 1930.

Serge's family were opponents of Tsardom and had been forced to leave Russia. He arrived in Petrograd in January 1919 and joined the Communist Party and worked closely with the leaders. He was a supporter of a worldwide Communist revolution.

This interpretation cannot be reproduced here due to third-party copyright restrictions.

Interpretation B Adapted from 'Living my Life', the autobiography of Emma Goldman, published in America in the 1930s.

Goldman was a Russian who believed in individual freedom above government authority. Initially she supported the October/November Revolution which brought the Bolsheviks to power. She changed her mind and left Russia after witnessing the way in which Lenin's Government treated anyone who criticised it.

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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 2019

Version: 1.0 Final

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

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 Lenin's Government?

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.

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, how Interpretation A explains the positive impact of Lenin's Government policy in the cities where it supported the workers and war industries. Whereas Interpretation B concentrates on the effects it had on peasants and villages. Interpretation A says the Government was protecting workers and the revolution, but Interpretation B says betraying the revolution and creating a dictatorship.	
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, Interpretation A says that the Government helped to feed the people whereas Interpretation B says it created famine.	
	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 Lenin's Government?

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 may argue that because Serge was involved in working towards world-wide communism his book will try and justify the violence that was used to in the creation of Lenin's new Government. Even though Goldman believed in the ideals of the new government, she is trying to justify why she did not support the communist revolution in the long-term.

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 written by someone who was fully committed to the revolution whereas in Interpretation B Goldman has lost faith in Lenin's Government.

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

0	3

Which interpretation do you find more convincing about Lenin's Government?

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 Interpretation B is more convincing; Goldman criticises the government for abandoning the ideology of the revolution. She rejects the justification given in Interpretation A that the methods used to apply the policy of war communism were vital. Lenin's Government did not bring many benefits to the peasants – rather it brought famine.

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, explaining the view shown in Interpretation B by giving wider contextual knowledge of Interpretation A with details of the violence that was used in 1921 to suppress the sailors involved in the mutiny at the Kronstadt naval base. Furthermore, Lenin's Government had used the Cheka as secret police since 1917 to spy on people and execute suspected opponents.

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 A is convincing because Lenin had to ensure that the Red Army had enough food and supplies and so he extended government control over the whole economy. The state took over factories, discipline was extremely strict, peasants were forced to hand over surplus food and ration cards were introduced for food.

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, answers stating that Interpretation A is convincing because War Communism was used to share food out among the Russian people. Interpretation B is not convincing because the policy of War Communism was stopped by Lenin.

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

0	4

Describe two problems Stalin overcame to take control of the Communist Party after the death of Lenin.

[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 he had to recreate his image so that he was seen as the strongest contender immediately after the death of Lenin in 1924. He had to make sure that the views contained in Lenin's testament were not published.

Another problem was that Stalin needed to ensure that no potential rivals could emerge to challenge him. This included purging the army as well as ordinary people.

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

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

For example, Stalin had to secure control of the Communist Party at the expense of rivals such as Trotsky.

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 Russian people affected by Stalin's modernisation of the USSR?

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 affects were a complex mix of positive and negative for different groups in society; although workers in the cities had access to better health care and education they also suffered from overcrowded housing and poor availability of consumer goods.

Building on the changes in Level 3 the analysis focuses on complex differences by assessing the benefits versus the costs of modernisation with reference to particular social groups such as women or professional workers.

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 development of industry led to better energy supplies using hydro-electric power and improved transport and communication with new railways and canals. People benefited from the new underground system in Moscow.

For example, collectivisation completely destroyed the livelihoods of ‘Kulaks’ who were arrested if they refused to hand over their land and produce. They were sentenced to hard labour, working on modernising engineering projects such as dams and canals.

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, whole cities were created. Industrial workers faced very harsh discipline; punishments were severe involving hard, dangerous labour on building projects.

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, peasants were forced to hand over their produce and land as part of collectivisation; workers in industry were given strict production targets to meet.

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 important reason for the end of Tsardom in Russia:

- economic reasons
- political reasons?

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 worked in combination to bring an end to the Tsar's rule. In combination they accounted for the dissatisfaction of every layer of Russian society. The elite sections of society wanted to take political control of the country and found support amongst other social classes who were desperate for a solution to their economic problems.

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, economic problems developed throughout Tsar Nicholas' reign

as inefficient farming and poor quality land kept peasants trapped in appalling conditions. The reforms of Stolypin were of little benefit to either agriculture or industry, so the economy was weak before it had to withstand the strain of supplying the army during the First World War. Supply chains to the cities were inadequate and mass strikes in March 1917 triggered the Tsar's abdication.

Political dissatisfaction had given rise to organised revolutionary groups such as the Socialist Revolutionaries. The political concessions granted in the 1905 October Manifesto did not fully satisfy the demands for reform. The First World War led to further criticism of the Tsar's political leadership because he handed control of the government to the Tsarina.

Level 2:	Simple explanation of bullet(s) Answer demonstrates specific knowledge and understanding that is relevant to the question	4–6
	Students may progress from a basic explanation of causation by using simple reasoning and supporting it with factual knowledge and understanding.	
	For example, the Tsar had to abdicate because he was blamed for the food shortages and economic hardships caused by the First World War. Military defeats made him unpopular and the army demanded a new government.	
Level 1:	Basic explanation of bullet(s) Answer demonstrates basic knowledge and understanding that is relevant to the question	1–3
	Students recognise and provide a basic explanation of one/both bullet points.	
	For example, most of the Russian people were poor peasants who were unhappy with the Tsar and supported revolutionary groups.	
	Students either submit no evidence or fail to address the question	0