
GCSE
HISTORY
8145/1A/C

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

Mark scheme

June 2022

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 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.

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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 Rasputin?

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 says that Rasputin’s advice was trusted so much that he could influence the way the Tsarina governed Russia whereas Interpretation B says that he was only valued for his healing powers, not for his political opinions.</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 Rasputin had a large influence on the Tsarina whereas Interpretation B says that he was not very important to her.</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 Rasputin?

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 from Kerensky’s memoirs so he will be writing with his own reputation in mind. He may be trying to justify the March revolution by arguing that the Tsarina’s leadership of the Russian government was being badly influenced by Rasputin. The author of Interpretation B is an aristocrat writing a biography about the Tsarina after the Civil War and the Countess is bound to want to defend her friend’s reputation against the rumours that surrounded Rasputin’s role in the Palace.

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 written by someone who supported the overthrow of the Romanovs in 1917 so he will not like Rasputin. Interpretation B was written by a close friend of the Tsarina and so she supports her friend.

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 Rasputin?

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, the interpretations reflect both sides of the debate about Rasputin's influence. No one knows how far his opinions on government were taken seriously by the Romanovs. It is accepted that jealousy of his influence was a motive for his murder. Similarly, the view that the Romanovs were under his influence damaged their reputation even further and so Rasputin can be seen as a factor in the revolution of March 1917.

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 more convincing because many aristocrats were alarmed by the influence of Rasputin over the Tsarina as she ran the country once the Tsar went to war. It was felt that she followed Rasputin's advice about appointing ministers. A group of nobles assassinated Rasputin in 1916. Interpretation B is convincing because it says he was not a saint. He had a reputation for drinking too much.

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 because Rasputin seemed to have healing power. The Romanovs valued him because he seemed to be the only person that could help with their only son's blood disease.

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 there were rumours that Rasputin and the Tsarina were having an affair.

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

0	4	Describe two problems faced by the people of the USSR during the Terror.	[4 marks]
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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 Stalin used ‘Show Trials’ to remove his political opponents. The accused person was always found to be guilty. The ranks of officers in the Red Army were purged so extensively that it was weakened in the long term.

Another problem was that Stalin extended the purges from senior politicians to affect all levels of society. Every family was affected by the unpredictable arrests and torture. This meant the whole population lived in fear.

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

Students demonstrate relevant knowledge about the issue(s) identified which might be related to, for example, people were arrested for being anti Soviet and tortured so that they confessed to fake charges. People were executed or sent to labour camps indefinitely.

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 in the USSR affected by the Second World War?

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 people of the USSR suffered great losses and hardship during the Second World War but they achieved a decisive victory over the Nazi invasion of their country. Many Soviet people were set free from Nazi rule. This strengthened loyalty to Stalin and the Communist party amongst the Soviet people.

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 changes, supporting them by factual knowledge and understanding.

In addition to a Level 2 response, students make additional developed point(s).

For example, factory workers were affected when Stalin ordered that factories and animals were to be moved to the East to protect them from the advancing German army. This caused tremendous hardship because people had to work for long hours in poor conditions with little food. However, their efforts meant that Soviet soldiers had the resources they needed to defeat the German army.

For example, some nationalities living in within the USSR were affected because Stalin suspected that they may be Nazi sympathisers who hoped to

be liberated from Soviet rule. To prevent this, Stalin ordered that they were to be forcibly relocated to remote parts of the USSR, far away from Western Europe.

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, people living in Stalingrad were affected by the battle in Stalingrad. Stalin did not let civilians evacuate and many died of starvation because food supplies were cut off. Soviet civilians, including women, fought alongside the army to defend the city.

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, millions of Soviet people died because the USSR was invaded by Nazi Germany. Towns, cities and farmland were destroyed by the fighting.

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

0	6
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Which of the following saw more change as a result of Lenin’s policies:

- the way Russia was ruled and controlled
- the economy of Russia?

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 change by complex explanation of the relationship between causes supported by factual knowledge and understanding and arriving at a sustained judgement.

For example, during Lenin’s rule, the economy saw more change because there was a complete change in direction in 1921 when the NEP reintroduced capitalism in some sections of society instead of communism. This was only possible because the way Russia was ruled and controlled remained consistent. To ensure he stayed in control Lenin forcibly closed down the Constituent Assembly and ruled by issuing decrees that were passed by the Congress of Soviets. The decrees banned opposition parties and non-Bolshevik newspapers and this created a political dictatorship controlled by Lenin.

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 change with extended reasoning supported by developed factual knowledge and understanding.

For example, Lenin’s policies created a communist dictatorship and banned opposition. However, the economic system saw more change once the Civil War was over. War Communism was replaced with the New Economic Policy in 1921 as a way of increasing food production. There had been widespread famine and food shortages during the Civil War so Lenin announced that instead of handing their crops over to the government, peasants could begin to sell any surplus grain for profit. Private trade for profit was also allowed. This was intended to be a temporary measure and the state retained control of heavy industry.

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 change by using simple reasoning and supporting it with factual knowledge and understanding.

For example, Lenin created a secret police force called the Cheka to crush political opposition. They hunted down anyone who was not loyal to the Communist government and killed them.

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, Lenin turned Russia into a Communist dictatorship. The government took over the land that had belonged to the Tsar and the nobles and gave it to peasants.

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