

Specimen papers

Paper 3
Modern Depth Study

GCSE (9-1) History

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.



Specimen assessment materials for
first teaching September 2016

Paper 3: Modern depth study (1HI0/30)

**Option 30: Russia and the Soviet
Union, 1917–41**

Modern depth study: Russia and the Soviet Union, 1917–41

Question	
1	<p>Give two things you can infer from Source A about the government of Russia in February 1917.</p> <p>Target: Source analysis (making inferences). AO3: 4 marks</p>
Marking instructions	
<p>Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source.</p> <p>e.g.</p> <ul style="list-style-type: none"> • The government of Russia was losing control (1). The transportation system had broken down. There was shooting in the streets (1). • There was growing opposition to the government of Russia (1). Discontent is on the increase (1). • There was a desperate need for change in the government (1). There can be no delay. Any hesitation could prove fatal (1). <p>Accept other appropriate alternatives.</p>	

Question		
2		<p>Explain why Stalin emerged as leader of the Soviet Union by 1929.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • strengths of Stalin • Lenin's funeral. <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks AO1: 6 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • A simple or generalised answer is given, lacking development and organisation. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	4–6	<ul style="list-style-type: none"> • An explanation is given, showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] • Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> • An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> • An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] • Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- Stalin held the key role of General Secretary in the Communist Party. He used his position as General Secretary to appoint officials who supported him in the leadership battle.
- Stalin strengthened his own position to become leader because he promoted 'Socialism in One Country', which won popular support within the Communist Party.
- Stalin gained popularity when he appeared as the chief mourner at Lenin's funeral. Trotsky was conspicuous by his absence; Stalin tricked Trotsky into believing the funeral was the following day.
- Stalin's chief rival, Trotsky, was seen as overconfident and arrogant and Stalin was able to manoeuvre him into resigning as leader of the Red Army.
- Stalin was able to remove his rivals by playing them off against each other. For example, Stalin won the support of Zinoviev, Kamenev and Bukharin and was able to isolate Trotsky.
- Stalin's rivals all had weaknesses which lost them support within the Communist Party. For example, Trotsky's Menshevik background and belief in World Revolution.

Question		
3 (a)		How useful are Sources B and C for an enquiry into the reasons for the Bolshevik victory in the Civil War of 1918-21? Explain your answer, using Sources B and C and your own knowledge of the historical context Target: Analysis and evaluation of source utility. AO3: 8 marks
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources.
2	3–5	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none"> Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.

Notes

1. Provenance = nature, origin, purpose.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the sources.

No credit may be given for generic comments on provenance which are not used to evaluate source content.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- It suggests that the Whites squandered an opportunity to capture Petrograd and were totally defeated by Bolsheviks.
- It suggests that the White commanders did not co-ordinate their attacks which led to the defeat of Yudenich at Petrograd in October and Denikin the following months.
- The attack on the White armies retreating from Petrograd by both Estonians and town workers suggest that the Whites had alienated both groups.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The memoirs were written in 1951 when Serge was able to reflect on the events of the Civil War and write with objectivity about the defeat of the Whites in 1919.
- Serge became a member of the Bolshevik Party and may well have promoted the success of the Bolsheviks in the Civil War and exaggerated the weaknesses of the Whites.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The Whites did not have one overall commander and their commanders did not trust each other, and were not prepared to work together, during the Civil War against the Bolsheviks.
- The brutality of the Whites, including the atrocities carried out by all the leading White commanders, encouraged workers to turn against them and support the Bolsheviks.

Source C

The usefulness could be identified in terms of the following points which could be drawn from the source:

- The source suggests that the Bolsheviks were victorious because they realised the importance of the road and rail systems.
- The source suggests that the Bolsheviks made effective use of the road and railway systems to defeat the Whites.
- The source provides evidence that the Bolsheviks were victorious because they were able to concentrate their best forces where they were most needed.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- It provides evidence from a leading Bolshevik official who had first-hand knowledge of how the Bolsheviks made use of the road and railway system.
- The interview was given to a British writer who would have no reason to exaggerate or promote the achievements of the Bolsheviks, especially as the British supported the Whites during the Civil War.

Knowledge of the historical context should be deployed to support inferences and/ or to assess the usefulness of information. Relevant points may include:

- The Bolsheviks had control of the central area of Russia, which included Petrograd and Moscow. They moved their capital to Moscow, which was at the hub of the railway network.
- The Bolsheviks made good use of the existing transport network to move men and munitions to the various battlefronts.

Question		
3 (b)		<p>Study Interpretations 1 and 2. They give different views on the reasons for the Bolshevik victory in the Civil War of 1918–21. What is the main difference between these views? Explain your answer, using details from both interpretations.</p> <p>Target: Analysis of interpretations (how they differ). AO4: 4 marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support.
2	3–4	<ul style="list-style-type: none"> The interpretations are analysed and a key difference of view is identified and supported from them.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive and other relevant material not suggested below must also be credited.</p> <ul style="list-style-type: none"> A main difference is that Interpretation 1 emphasises the strengths of the Bolsheviks as a reason for the outcome of the Russian Civil War by mentioning that they controlled the military resources of Tsarist Russia. Interpretation 2, on the other hand, emphasises the weaknesses and mistakes of the Whites as a reason for the Bolshevik victory in the Civil War by mentioning that the Whites fought as separate groups. 		

Question		
3 (c)		Suggest one reason why Interpretations 1 and 2 give different views about the reasons for the Bolshevik victory in the Civil War of 1918–21. You may use Sources B and C to help explain your answer. Target: Analysis of interpretations (why they differ). AO4: 4 marks
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation.
2	3–4	<ul style="list-style-type: none"> An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively.
Marking instructions		
Markers must apply the descriptors above in line with the general marking guidance (page 3).		
Indicative content guidance		
Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. The indicative content below is not prescriptive. The examples below show different approaches to explaining difference, any one of which may be valid. Other valid material must be credited.		
<ul style="list-style-type: none"> The interpretations may differ because they give different weight to different sources. For example Source C provides some support for Interpretation 1, which stresses the strengths of the Bolsheviks as the reason for their victory in the Civil War, while Source B provides some support for Interpretation 2 which emphasises the weaknesses of the Whites as the main reason for the Bolshevik victory. The interpretations may differ because they are partial extracts: Interpretation 1 deals with the strengths and advantages of the Bolsheviks; Interpretation 2 deals with the weaknesses of the Whites. The interpretations may differ because the authors have a different emphasis, with Interpretation 1 focusing on the role of the Bolsheviks and Interpretation 2 emphasising the weaknesses of the Whites. 		

Question		
3 (d)		<p>How far do you agree with Interpretation 2 about the reasons for the Bolshevik victory in the Civil War of 1918–21? Explain your answer, using both interpretations, and your knowledge of the historical context.</p> <p>Target: Analysis and evaluation of interpretations. AO4: 16 marks Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> Answer offers simple valid comment to agree with or counter the interpretation. Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. Generalised contextual knowledge is included and linked to the evaluation.
2	5–8	<ul style="list-style-type: none"> Answer offers valid evaluative comment to agree with or counter the interpretation. Some analysis is shown in selecting and including details from both interpretations to support this comment. Some relevant contextual knowledge is included and linked to the evaluation. An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained.
3	9–12	<ul style="list-style-type: none"> Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
4	13–16	<ul style="list-style-type: none"> Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. Relevant contextual knowledge is precisely selected to support the evaluation. An overall judgement is justified and the line of reasoning is coherent, sustained and logically structured.
Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate.
Intermediate	2–3	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

No credit may be given for contextual knowledge unless it is linked to evaluation of the interpretations.

In all levels, the second sentence relates to analysis and while the rest relate to evaluation. The following rules will apply:

- In Level 1, answers that meet the requirements only in relation to analysis without evidence of evaluation should be awarded 1 mark.
- In other levels, answers that meet the requirements only in relation to analysis (but that also fully meet the descriptors for evaluation of the level below) should be awarded no more than the bottom mark in the level.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

The interpretation to be evaluated suggests the reason for the Bolshevik success in the Civil War of 1918–21 was due to the weaknesses of the Whites.

Relevant points from the provided material and own knowledge that support the interpretation may include:

- Interpretation 2 supports the claim because it says that Whites were not united and fought as separate armies.
- Interpretation 2 supports the claim by suggesting that White forces were too scattered geographically to be able to seriously threaten the Bolsheviks.
- The claim that White weaknesses were the main reason for the Bolshevik victory is supported by the fact that the Whites were made up of many different political groups who constantly squabbled and did not trust each other.
- The Whites were weakened by the fact that they did not control the railways and often had to transport troops and supplies across huge distances using very poor roads.
- Corrupt government and brutal treatment by White troops meant that there was often a lack of popular support for the Whites in areas under their control.

Relevant points from the provided material and own knowledge that counter the view may include:

- Interpretation 1 suggests that the reason for the Bolshevik victory was due to their strengths and emphasises that they had a year to prepare for the war.
- Interpretation 1 suggests that reason for the Bolshevik victory was partly due to their military strength, as they controlled most of the military resources and outnumbered the Whites by ten to one.
- The Bolshevik victory was due to the leadership skills of their commanders. This was demonstrated by Trotsky's ability to inspire men, and set up and organise the Red Army.
- The Bolshevik troops were fighting for a cause, the preservation of the October Revolution, and this resulted in much higher morale and dedication in the Red Army than in the White Army.
- The introduction of War Communism put the Red Army in a position of strength ensuring that it was well supplied.