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**GCSE**  
**HISTORY**  
**8145/1A/C**

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

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**Mark scheme**

June 2023

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.

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

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.

<b>Target</b>	<b>Analyse individual interpretations (AO4a)</b> <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>
	<p>Students may progress from a simple analysis of interpretations with extended reasoning to explain the differences.</p> <p>For example, Interpretation A admires Lenin for achieving the Revolution and says that he brought freedom to the working classes. Trotsky believes that Lenin had good motives. Whereas, Interpretation B is critical of Lenin; Berkman says that Lenin’s methods denied people any personal or political freedom.</p>	
<b>Level 1:</b>	<b>Simple analysis of interpretation(s) to identify differences based on their content</b>	<b>1–2</b>
	<p>Students are likely to identify relevant features in each interpretation(s).</p> <p>For example, Interpretation A says that Lenin was a great leader whereas Interpretation B says he wasn’t.</p>	
	<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 Lenin?

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, Trotsky was a co-leader during the Bolshevik uprising and subsequent Civil War so, in Interpretation A, his motive is to justify his own role by praising the actions of Lenin in front of a worldwide audience. Whereas Interpretation B is written by someone who had high expectations of how the revolution would improve life in Russia and is disillusioned by the methods Lenin has used to stay in power.

**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 was a close colleague of Lenin's and worked with him to achieve a revolution in Russia in 1917. Whereas Berkman is someone who dislikes all forms of government, so he is bound to be critical of the way Lenin tried to govern the USSR after the revolution.

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

**0**

**0 3**

Which interpretation gives the more convincing opinion about Lenin?

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 have elements of truth. Interpretation A is correct to say that Lenin devoted himself to the Revolution but it is not wholly convincing because it implies that Lenin was perfect. Interpretation B is convincing about the use of terror as a method but it is exaggerating when it says he destroyed the revolution. Lenin stayed in power and the Soviet Revolution was consolidated.

**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 B is more convincing about Lenin's treatment of opposition because it's true that the Kronstadt Rising was brutally crushed by the Red Army in 1921. Sailors refused to obey orders in protest at the Bolshevik government's policy of seizing food from peasants. Thousands were killed during the uprising and rebels were executed or imprisoned. Interpretation A ignores the human price that was paid by ordinary people in achieving the revolution in Russia.

**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 Lenin did create a secret police force called the Cheka to spy on people in factories and villages. They would execute anyone who did not support Lenin.

**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 Lenin was the main leader of the Russian Revolution that gave land to the peasants and gave control of factories to the workers.

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

**0 4**

Describe two problems faced by people living in Russia before 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.

One problem was that people in cities lived in squalid conditions due to overcrowding. People came from the countryside to look for work as industry grew rapidly before 1905.

Another problem was that the factories had no safety regulations, so people worked long hours in dangerous conditions. Workers were not allowed to join trade unions and so they were exploited by the factory owners.

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

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

For example, most people lived in very bad conditions. There was not enough food to support the huge population.

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



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In what ways were the lives of Russian people affected by the First 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, all levels of society were affected by the war. Even though the aristocratic class did not suffer the physical hardships of the peasants or workers they were affected by the political crisis that developed once the Tsar took command of the army in 1915. When the Tsar was away at war, leading aristocrats were so concerned about the influence of Rasputin over the Tsarina that they arranged his murder.

**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, people’s lives were affected by the huge death tolls from the battles. Families in the countryside were left impoverished once men were killed in the war and war pensions were not paid.

For example, people’s lives were affected as war contracts created more jobs and cities suffered from overcrowding because this created food shortages.

The frontline soldiers were given priority for supplies of food and fuel but the city workers had to cope with rising prices and no wage increases.

**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 lost confidence in the Tsar’s leadership because Russia suffered major military defeats. The army was badly led by its officers and soldiers were poorly equipped.

**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, many people died.

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

**0 6**

Which of the following saw more important changes during Stalin’s modernisation of the USSR:

- agriculture
- industry?

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  
Answer demonstrates a range of accurate and detailed knowledge and understanding that is relevant to the question**

**10–12**

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, Stalin knew that agricultural change was needed to produce more food in order to feed industrial workers. Without collectivisation the USSR would not have been able to achieve industrial success in the Five Year Plans. Furthermore, collectivisation generated surplus grain that could be sold abroad to raise funds to support industrialisation. On the other hand, industrial change enabled the electrification of cities which was a vital part of the modernisation of the USSR because it improved communication, transport and domestic life.

<b>Level 3:</b>	<p><b>Developed explanation of both bullets</b>  <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 change with extended reasoning supported by developed factual knowledge and understanding.</p> <p>For example, agriculture was changed by introducing a policy called collectivisation. Stalin wanted to improve efficiency by merging small farms into larger ‘kolkhoz’ that would be run by a committee. They were given targets along with modern equipment such as tractors to help increase production. At first grain production fell because the peasants and Kulaks refused to hand over their land, but after 1933 collectives became more efficient.</p> <p>Industry was modernised by the Five Year Plans. New cities developed such as Magnitogorsk to produce steel. A hydroelectric dam was built to produce huge amounts of electricity.</p>	<b>7–9</b>
<b>Level 2:</b>	<p><b>Simple explanation of bullet(s)</b>  <b>Answer demonstrates specific knowledge and understanding that is relevant to the question</b></p> <p>Students may progress from a basic explanation of change by using simple reasoning and supporting it with factual knowledge and understanding.</p> <p>For example, industry was changed using a series of Five Year Plans. The state set targets that factories had to meet. Individual workers were punished if they did not meet their targets. The USSR became a major industrial power.</p>	<b>4–6</b>
<b>Level 1:</b>	<p><b>Basic explanation of bullet(s)</b>  <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, The USSR produced more grain. More coal and steel were produced.</p>	<b>1–3</b>
	<p><b>Students either submit no evidence or fail to address the question</b></p>	<b>0</b>