Please check the examination details below before entering your candidate information

Candidate surname	Other names

Pearson Edexcel GCSE (9–1)

Centre Number | Candidate Number

Tuesday 11 June 2019

Afternoon (Time: 1 hour 20 minutes) | Paper Reference **1HI0/30**

History

Paper 3: Modern depth study
Option 30: Russia and the Soviet Union, 1917–41

You must have:
Sources/Interpretations Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **all** questions in Sections A and B.
- Answer the questions in the spaces provided – *there may be more space than you need.*

Information

- The total mark for this paper is 52.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*
- The marks available for spelling, punctuation, grammar and use of specialist terminology are clearly indicated.

Advice

- Read each question carefully before you start to answer it.
- Try to answer every question.
- Check your answers if you have time at the end.

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SECTION A

Answer both questions.

Study Source A below and then answer Question 1.

Source A: A Bolshevik government poster created in 1920. The slogan on the poster says 'He who cannot read and write is like a blind man. Failure and bad luck wait for him.'

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1 Give **two** things you can infer from Source A about the attitude of the Bolshevik government towards education.

Complete the table below to explain your answer.

(i) What I can infer:

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Details in the source that tell me this:

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(ii) What I can infer:

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Details in the source that tell me this:

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(Total for Question 1 = 4 marks)

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2 Explain why there was a revolution in Russia in February 1917.

(12)

You may use the following in your answer:

- living standards
- the First World War

You **must** also use information of your own.

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(Total for Question 2 = 12 marks)

TOTAL FOR SECTION A = 16 MARKS

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SECTION B

For this section, you will need to use the sources and interpretations in the Sources/Interpretations Booklet.

3 (a) **Study Sources B and C.**

How useful are Sources B and C for an enquiry into the achievements of the Five-Year Plans?

Explain your answer, using Sources B and C and your knowledge of the historical context.

(8)

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(b) **Study Interpretations 1 and 2. They give different views about the achievements of the Five-Year Plans.**

What is the main difference between these views?

Explain your answer, using details from both interpretations.

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(c) Suggest **one** reason why Interpretations 1 and 2 give different views about the achievements of the Five-Year Plans.

You may use Sources B and C to help explain your answer.

(4)

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Spelling, punctuation, grammar and use of specialist terminology will be assessed in part (d).

(d) How far do you agree with Interpretation 2 about the achievements of the Five-Year Plans?

Explain your answer, using both interpretations and your knowledge of the historical context.

(16)

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(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)
(Total for Question 3 = 36 marks)

TOTAL FOR SECTION B = 36 MARKS
TOTAL FOR PAPER = 52 MARKS

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Acknowledgements

Source A © Photo 12 / Contributor/Getty Images

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History

Paper 3: Modern depth study
Option 30: Russia and the Soviet Union, 1917–41

Sources/Interpretations Booklet for use within Section B.
Do not return this booklet with the question paper.

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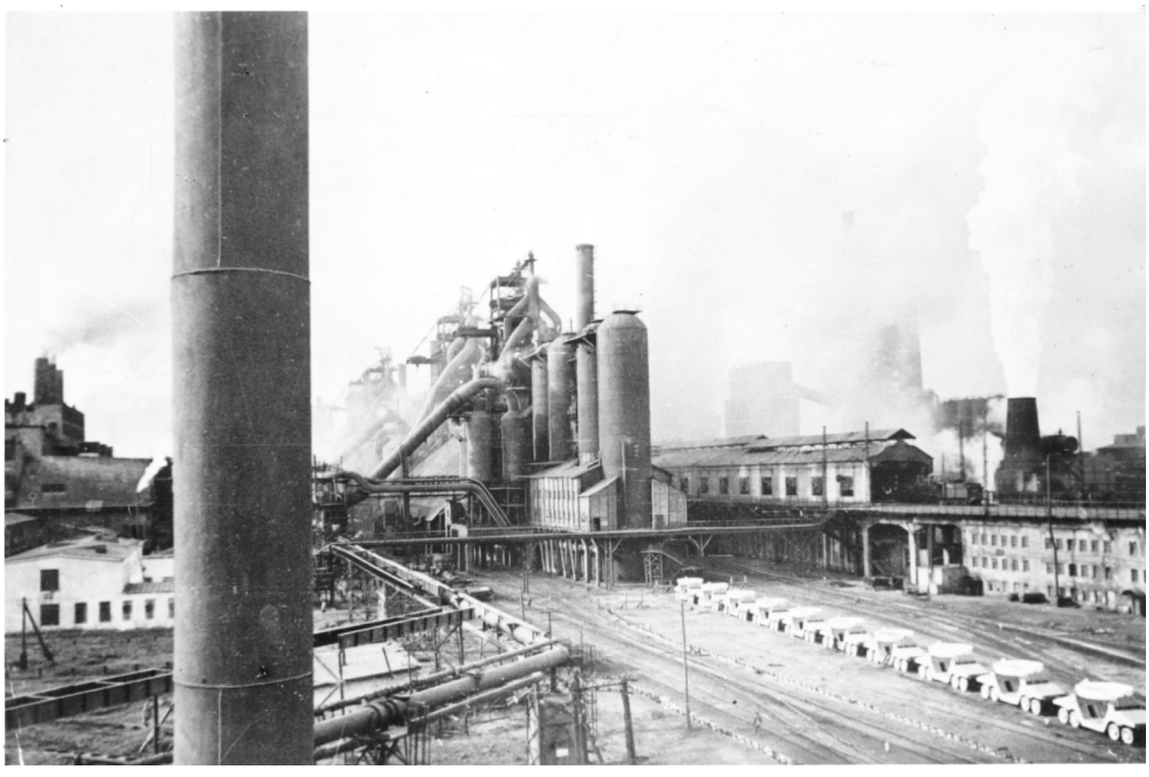
Sources/interpretations for use with Section B.

Source B: From *Reason in Revolt* by F Copeman, published in 1948. Fred Copeman was a member of the British Communist Party who travelled to the Soviet Union in November 1938. Here he is describing an organised visit to a car manufacturing plant.

> Our visit to the Stalin Auto Plant gave me a shock. We passed endless piles of scrap metal. The interpreter told us these cars had been dumped because they could not be started when they left the production line.
>
> When we entered the factory, we saw workers at their machines. Each machine had a small, red flag attached to it which would be raised when the worker had reached his target. Most flags, however, were not raised. Our group was taken to meet one of the Stakhanovites whose flag was raised. His fellow workers looked at him with resentment and distrust. The workers did not all share the enthusiasm for Stalin's plans that we thought they would.

Source C: An official Soviet government photograph of Magnitogorsk in the mid-1930s. The newly-built city of Magnitogorsk was a showpiece of Soviet industry.



Interpretation 1: From *Tsarist and Communist Russia 1855–1964* by C Corin and T Fiehn, published in 2015.

> The achievements of the Five-Year Plans came at the cost of great human suffering. Living and working conditions were often grim and dangerous. Achieving 'the Plan' was everything; quality was sacrificed to quantity. The workers, however, produced very little. The use of untrained workers was dangerous.
>
> The newly-built industrial city of Magnitogorsk was a major achievement, but it provided plenty of examples of inefficiency. Huge amounts of the pig-iron and steel that Magnitogorsk produced were found to be unusable. However, the metal was still sent to factories, where it had to be used.

Interpretation 2: From *Russia and the USSR 1905–1956* by N Kelly, published in 1996.

> The Five-Year Plans had a dramatic effect on the Soviet Union, making it the second largest industrial power in the world. Huge new steel plants, hydro-electric power stations, railways and canals were built. Vast numbers of factories in hundreds of new towns poured out manufactured goods.
>
> A major symbol of this growth was the new city of Magnitogorsk. Between 1928 and 1932 Magnitogorsk was transformed from a tiny, isolated village to a thriving industrial city, with more than a quarter of a million citizens.

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Acknowledgements

Source B from: https://spartacus-educational.com/RUSstahanovism.htm; Source C © Sovfoto / Contributor/ Getty Images; Interpretation 1 source from: Chris Corin & Terry Fiehn, 'Tsarist and Communist Russia 1855-1964', Hodder Education; UK ed. 2015; Interpretation 2 source from: Nigel Kelly, 'History Through Sources: Russia and the USSR 1905-1956', Heinemann Library (9 Dec. 1996)