



Pearson

Mark Scheme (Results)

January 2018

Pearson International Advanced Level
In History

WHI01: Depth Study and Interpretations
Option 1B: Russia in Revolution, 1881 - 1917

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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

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 their professional judgement to decide which level is most appropriate.

Placing 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.

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.

Generic Level Descriptors for Paper 1

Targets: AO1 (10 marks): Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AO3 (15 marks): Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-6	<ul style="list-style-type: none"> • Simple or generalised statements are made about the view presented in the question. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question. • Judgement on the view is assertive, with little supporting evidence.
2	7-12	<ul style="list-style-type: none"> • Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant. • Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question. • A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.
3	13-18	<ul style="list-style-type: none"> • Understanding and some analysis of the issue raised by the question is shown by selecting and explaining some key points of view that are relevant. • Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth • Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.
4	19-25	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim. • Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands. • Valid criteria by which the view can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may only be partly substantiated, the overall judgement is supported.

Question	Indicative content
1	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether Alexander III's rule of Russia was not wholly repressive in the years 1881-1894.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Introduction of Land Captains seen as reforming, and a measure of increased local government, making it more efficient and less centralised • The Peasants' Bank (1883) also seen as reforming, it was created to help peasants buy land from landlords, and over one third of landlord estates were purchased by peasants • The 1886 Poll Tax, paid only by peasants, was abolished, as Alexander intended to improve the quality of rural life • Peasant representation in the <i>zemstva</i> continued • Alexander consciously supported the need for industrialisation. Ironically, this probably hastened the demise of the autocracy as it fostered capitalist development. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Alexander immediately put on hold a new constitution that had been proposed by his father just before he was assassinated. He then told the State Council it had been abandoned • Alexander centralised the legal system, e.g. the police were put under the control of the Ministry of the Interior, the Okhrana (secret police) became an integral part of state security • Alexander censored the press, e.g. any newspaper that had been warned about its content had to submit its content to the censor a day before publication • Alexander introduced a policy of Russification, e.g. in 1885 Russian was made the official language of the empire. All official documents had to be in Russian, and all other languages were forbidden in schools • Alexander took control of universities, e.g. the election of officers was replaced by a system of appointees, students were subject to inspectors looking into their non-academic activities. <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether Stolypin's policies were successful in the years 1906-11.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Stolypin's land policies were successful, e.g. peasants were allowed to withdraw from their commune (<i>mir</i>) without needing consent, State and Crown lands were made available to the Peasants Land bank • Stolypin's land policies meant that peasants were able to try new agricultural techniques and this led to better use of agricultural land and increased production • Educational reform led to a doubling of primary schools • Expenditure on health, poor relief and agricultural advice and support doubled • Stolypin dealt successfully with radical groups with a vigorous campaign against terrorists and revolutionaries, e.g. so many were arrested and executed that the hangman's noose was nicknamed 'Stolypin's necktie'. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Many peasants were opposed to the idea of leaving the commune (<i>mir</i>) as they liked the security it gave them, so the policy was not a complete success • Stolypin's aim to bring about religious toleration, especially for Jews, though passed by the Duma, was vetoed by the Tsar • A plan to extend the <i>zemstva</i> into non-Russian areas was rejected by the State Council • A plan to extend participation in local government by setting up a new layer of lower level <i>zemstva</i> was rejected, and never implemented. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the economic impact of the First World War on Russia was greater than the political impact in the years 1914-16.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The First World War led to inflation, rising prices destroyed the buying power of wages, and the Tsar's government resorted to printing more money, which further added to inflation • The First World War led to food shortages, despite good harvests, there was little incentive for peasants to sell their produce, so they hoarded grain and fed it to their animals • The First World War led to the army commandeering large numbers of goods trains and this further affected the transportation of goods, which meant that food shortages in cities became even greater • The First World War led to significant losses of men and horses, which damaged agricultural production • The First World War led to fuel shortages as these supplies were used in the production of war essentials, major cities had shortages of coal and other fuels, which led to the closing of bakeries. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Failure on the war front led to the Tsar taking personal military control, this proved to be politically disastrous as with every defeat and set back his leadership came under question • The war led to the formation of the 'Progressive Bloc' within the Duma, who agreed a programme that was supported by the War Industries Committee, however the Tsar suspended the Duma • The Tsar's decision to leave the Empress in political charge, proved disastrous, as she relied heavily on Rasputin, both were not trusted, and Rasputin was murdered in December 1916 • Failure in war and political chaos at home gave revolutionary groups an opportunity to encourage peasants and workers to protest for change and fuelled their anti-Romanov propaganda. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the impact of Kerensky's June Offensive was the main reason why the Provisional Government lost support in 1917.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Kerensky believed that only success in the war would stop the complete disintegration of Russia. This was contrary to what many people now believed, both within the government and the military • The Provisional Government lost the support of army generals. The army was still inadequately equipped, but Kerensky ignored warnings from his generals and ordered a major offensive • The Provisional Government lost the support of ordinary troops as Russian armies were heavily defeated, regiments mutinied showing that the Provisional Government had made a mistake in ordering the offensive • The Kadet Ministers resigned from the government over the failed offensive, and mass demonstrations, against the Provisional Government, filled the streets in Petrograd demanding change. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Provisional Government lost support because it did not settle the 'land question' as many had hoped it would, so lost the support of peasants • The Provisional Government did not tackle key economic problems, e.g. inflation was still rampant and wages did not keep pace, so lost the support of workers as they tried to limit the activities of workers' committees • In delaying national elections to a Constituent Assembly, the Provisional Government appeared to many to be an unelected government, no different to what the people had had before the February Revolution

	<ul style="list-style-type: none">• The growing support for Lenin and the Bolsheviks, with slogans like 'Bread, Peace and Land', became increasingly attractive, and undermined support for the Provisional Government. <p>Other relevant material must be credited.</p>
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