



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International
Advanced A Level in History (WHI01/1B)
Paper 1: Depth Study with
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 first candidate in exactly the same way as they mark the last.
- 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.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if **the candidate's response is** not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- 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.

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, difference 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 in the years 1881-94 Alexander III's rule of Russia was completely repressive.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Alexander turned Russia into a repressive police state, e.g. the Statute of State Security (1881) extended the role of Okhrana (secret police), which made it an integral part 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>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 introduction of the Peasants' Bank (1883) was reforming, e.g. 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 despite a reduction of their powers • Alexander consciously supported the need for industrialisation, which began the process of the transformation of Russia. <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 in the years 1905-14 the political reforms introduced by Nicholas II were effective.</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 introduction of Nicholas's October Manifesto allowed the Tsar to build a consensus in support of gradual political change • Nicholas granted fundamental freedoms, e.g. speech, assembly and association • The Duma was established allowing participation in the political process to those who had previously not been involved • Nicholas strengthened the rule of law, meaning that no law could come into effect without the approval of the Duma. <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 October Manifesto was rejected by some (e.g. Trotsky) as empty words, as it did not address all the issues that had led to the 1905 revolution • The voting system for the new Duma was complex and did not provide fair and effective representation to all classes • Political reform did not remove opposition, e.g. widespread strikes led to a General Strike that included workers, students and the professional classes, and peasant revolts • The Tsar was still able to change the Fundamental Laws when it suited and this weakened the power of the Duma. <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 role of Empress Alexandra was more significant than the economic impact of the First World War in causing discontent with Romanov rule.</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 Empress had become unpopular because of her German origins, which constantly undermined the standing and prestige of the Romanovs • The Empress had chosen to live outside the capital in a palace at Tsarskoye Selo and this made her appear remote from the public • The Empress's leadership of the domestic government, after the Tsar left for the war front, became the focus of discontent and she was mistrusted, which undermined the power of the Romanovs • There was growing scandal at the royal court as rumour surrounded the mysterious figure of Rasputin and the extent to which the Empress was influenced by him in her decision making. <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 First World War led to inflation, rising prices destroyed people's buying power, and the Tsar's government resorted to printing money, which further added to inflation and fuelled discontent with Romanov rule • The First World War led to requisitioning of food and horses, which severely affected agricultural production and fuelled peasant discontent • The First World War led to the army commandeering large numbers of goods trains, which led to food shortages in cities which led to discontent with Romanov rule e.g. the Progressive Bloc, Zemgor • The First World War led to fuel shortages in major cities had shortages of coal, which led to the closing of bakeries and fuelled discontent with, and protests against, Romanov rule. <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 role of Trotsky and the Military Revolutionary Committee was the main reason for the Bolshevik Revolution in October 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"> • Trotsky strongly backed Lenin's call (made while he was in hiding) for a Bolshevik seizure of power in October when other senior Bolsheviks, notably Zinoviev and Kamenev, raised objections • Trotsky, for tactical reasons, persuaded Lenin to delay the attempted coup until the Second Congress of All-Russian Soviets so that the Bolshevik insurrection could be presented as a popularly-endorsed soviet takeover • Trotsky used the Military Revolutionary Committee (MRC) to plan the overthrow of the Provisional Government, e.g. the MRC extended its control over soldiers in Petrograd and stockpiled weapons • Under Trotsky's command, Red Guard detachments, garrison soldiers and sailors seized the main strategic points in Petrograd on the night of 24–25 October, which ensured the Bolshevik capture of the Winter Palace. <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"> • Lenin's role was central in ensuring Bolshevik success in October 1917, e.g. he forced through the April Theses as party policy and pressured the Bolshevik Central Committee into staging the October rising • Bolshevik success owed more to working-class party activists who were concentrated in Petrograd and Moscow, e.g. working-class Bolsheviks helped local party committees stay in step with shifting public attitudes • The Bolshevik takeover was facilitated by the Provisional Government's refusal to take Russia out of the war and its inability to tackle land reform and economic problems, which drained it of popular support • Kerensky made a series of mistakes that worked to the advantage of the Bolsheviks, e.g. the June offensive, the Kornilov affair and underestimating the strength of the Bolsheviks. <p>Other relevant material must be credited.</p>