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Edexcel

Mark Scheme (Results)

January 2021

Pearson Edexcel International Advanced
Level in History (WHI02/1C)

Paper 2: Breadth Study with
Source Evaluation

Option 1C: Russia, 1917-91: From
Lenin to Yeltsin

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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 2

Section A: Question 1(a)

Target: AO2 (10 marks): Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–3	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.
2	4–6	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of value is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.
3	7–10	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences. • Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of value takes into account relevant considerations such as the nature or purpose of the source material or the position of the author.

Section A: Question 1(b)

Target: A02 (15 marks): Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–3	<ul style="list-style-type: none"> • Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, but presented as information rather than applied to the source material. • Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question. • Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. The concept of reliability is addressed mainly by noting aspects of source provenance and some judgements may be based on questionable assumptions.
3	8–11	<ul style="list-style-type: none"> • Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid developed inferences. • Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	12–15	<ul style="list-style-type: none"> • Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys well-selected knowledge of the historical context, but mainly to illuminate or discuss the limitations of what can be gained from the content of the source material. Displays some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B

Target: AO1 (25 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.

Level	Mark	Descriptor
	0	No rewardable material
1	1–6	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	7–12	<ul style="list-style-type: none"> • There is some analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question. • Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited support and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	13–18	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although some mainly descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	19–25	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence or precision.

Section A: indicative content

Option 1C: Russia, 1917-91: From Lenin to Yeltsin

Question	Indicative content
1a	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are required to analyse the source and consider its value for an enquiry into the reasons for the decline in the Soviet economy by the end of Brezhnev's rule.</p> <p>1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:</p> <ul style="list-style-type: none"> • It claims that the structure of the economy has become too complex to function effectively ('now so complicated that it is not possible to control it effectively from one single centre') • It claims that the poor quality and attitude of the workforce is responsible for the decline ('lack of interest in their work and they are not concerned about its low quality') • It suggests that the focus of management on obeying the Party is responsible for the decline ('a high value is placed on the performances of the 'obedient' chiefs') • It suggests that there is insufficient innovation in the leadership of industry ('activities of the more talented, brave and energetic leaders are not highly valued'). <p>2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:</p> <ul style="list-style-type: none"> • This report was produced by leading academics who were leaders in the field and who could give an expert opinion • This report was considered by the Soviet government and informed it of developments in the economy by the end of Brezhnev's rule • The tone of the report is very candid. The issues raised in the report are critical of the management of the economy and the workforce. <p>3. Knowledge of the historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none"> • Central control discouraged innovation and creativity. Central planners opposed experimentation at a local level because it threatened their authority • Local managers were reluctant to take any measure that disrupted the meeting of targets. Hence, new machinery was often left to rust because they would not stop production to have it installed • The Soviet government was committed to maintaining full employment, which reduced the likelihood of using unemployment as a sanction against workers and contributed to a poor attitude to work and productivity. <p>Other relevant material must be credited.</p>

Question	Indicative content
1b	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates are required to analyse and evaluate the source in relation to an enquiry into the reasons for the failure of the coup against Gorbachev in August 1991.</p> <p>1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:</p> <ul style="list-style-type: none"> • The speech was made by Gorbachev who was clearly in an informed position to give his views on the failure of the coup • This carries the authority of an official speech made to the Russian Parliament • The speech, made to the Russia parliament, is very congratulatory on the role played by the Russian people and Yeltsin in defeating the coup. <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> • It claims that the Russian people and Yeltsin played key roles in causing the coup to fail ('Russian people that barred the road to the plotters.', 'outstanding role of the President of Russia') • It claims that the plotters failed because they lacked support ('The people did not support the plotters.') • It claims that the plotters were wrong in their belief that the system was on the verge of collapse ('Union was on the verge of catastrophe ... the main miscalculation') • It implies that the coup failed because Gorbachev's reforms had achieved the changes wanted by the population ('We are already a different society... no place for those who want to return to the old Soviet system.'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of the content. Relevant points may include:</p> <ul style="list-style-type: none"> • Yeltsin called for resistance and a general strike to defeat the coup and accused the plotters of treason under Russian law • Young elements within the KGB and the army, both officers and the rank and file, supported Yeltsin's stance against the coup. On 20 August, Yeltsin took control of the army • There was popular resistance to the coup in Moscow where civilians built barricades to prevent further tanks entering the city. The number of protestors dissuaded the plotters from using force • The plotters fled to Central Asia when it was clear that Yeltsin was in control. <p>Other relevant material must be credited.</p>

Section B: Indicative content

Option 1c: Russia, 1917-91: From Lenin to Yeltsin

Question	Indicative content
2	<p>Answers will be credited according to their 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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether, in the years 1917-28, the attempt to create a command economy was a complete failure.</p> <p>The arguments and evidence that, in the years 1917-28, the attempt to create a command economy was a complete failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The nationalisation of industry under War Communism was chaotic. Political commissars found it impossible to eliminate the free market completely. Industrial production fell to 20 per cent of the 1913 level • War Communism led to a fall in agricultural production as peasants resisted attempts to bring them under state control. By 1921, it was only 48 per cent of the 1913 agricultural output • The establishment of the NEP in 1921 was an admission of failure. The reintroduction of market principles and the profit motive undermined the command economy • Within a year of the establishment of the NEP, nearly 75 per cent of trade was conducted by Nepmen who worked outside of the command economy, and who were regarded by communists as greedy and self-interested. <p>The arguments and evidence that, in the years 1917-28, the attempt to create a command economy was not a complete failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The development of a command economy under War Communism was sufficient to provide the Bolsheviks with the resources to win the civil war and in ensured the survival of the Bolshevik government • Under the NEP, the commanding heights of the economy remained in government hands and most workers were employed in state enterprises meaning that the key components of the economy were state controlled • Under the NEP, the government was able to invest taxes from agriculture in reopening factories closed during the civil war and into an electrification programme • The command economy was strengthened in 1928 with the introduction of collectivisation and the first Five Year Plan. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to their 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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the impact of the Second World War was the most significant factor affecting the status of women in the Soviet Union in the years 1917-1953.</p> <p>The arguments and evidence that the impact of the Second World War was the most significant factor affecting the status of women in the Soviet Union in the years 1917-53 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • There was a massive increase in the employment of women during the Second World War. Women took jobs in industries and on farms that had previously been the preserve of men • Eighty thousand women served in the armed forces, mainly in medical units but also as machine gunners, pilots and in tank crews. Female pilots and soldiers received the respect of their male colleagues • The status of women was enhanced by the heroic achievements of decorated individuals, e.g. Lydia Litvyak was given the title of fighter ace for shooting down 12 German aircraft • The impact of the Second World War blurred the lines between male and female occupations and, after the war, women were expected to work in a wide range of occupations indicating a permanent change in status. <p>The arguments and evidence that there were other more significant factors affecting the status of women in the Soviet Union in the years 1917-53 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Bolshevik Revolution had a profound impact on the status of women. Sweeping reforms granted equality under the law and in marriage • The impact of the Civil War was significant. Increasing numbers of women were drafted to work in factories and 70,000 women fought in the Red Army • The Five-Year Plans had a significant impact on the status of women. The number of women workers rose from 3 million to 13 million by 1940. Women dominated the workforce in light industry • The educational status of women was improved during the Five-Year Plans. Women accessed higher education in great numbers, e.g. in 1940, 40 per cent of engineering students were female. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to their 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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether Khrushchev liberalised the control of the people in the Soviet Union.</p> <p>The arguments and evidence that Khrushchev liberalised the control of the people in the Soviet Union should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Thousands of 'political' prisoners were released from prison and labour camps. Under the new criminal code, minor offences were tried in 'comrade courts' with sentencing restricted to fines and dismissals • The new criminal code issued in December 1957 prevented citizens from being tried by military courts, convicted for vague crimes or convicted purely by their own confession • Khrushchev's approach to the arts was known as the 'Thaw'. Soviet citizens were given access to a wide range of foreign literature, film and radio • The USSR was opened up to foreign visitors and a limited number of carefully-vetted Soviet citizens were permitted to travel to the West, including renowned organisations such as the Bolshoi Ballet. <p>The arguments and evidence that Khrushchev did not liberalise the control of the people in the Soviet Union should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • All types of art had to be verified as safe by Soviet censors before being made available to the general public. Pasternak's <i>Doctor Zhivago</i> was banned and he was forbidden to travel to collect the Nobel Prize • Artists could not publish anything they wished. Writers, who were classed as dissident because of their outspoken views, were harassed and often imprisoned • The Party under Khrushchev criticised the importation of Western behaviours, fashions and music as degenerate • Khrushchev was zealous in persecuting religious groups. Seminaries and churches were closed, priests imprisoned or even killed, and churchgoers punished by demotions. <p>Other relevant material must be credited.</p>