



## **Mark Scheme**

**Summer 2018**

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

International Advanced  
Level in History (WHI02/1C)

Paper 2: Breadth Study with  
Source Evaluation

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

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2018

Publications Code: WHI02\_1C\_1806\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

## 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"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included but presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail.</li> <li>• 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.</li> </ul>
3	7–10	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li> <li>• 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.</li> </ul>

**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"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
3	8–11	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
4	12–15	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–6</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>7–12</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>13–18</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li> </ul>
<b>4</b>	<b>19–25</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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 why Khrushchev ended the terror system established by Stalin.</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"> <li>• It provides evidence that Khrushchev believed that Stalin's terror system was illegal ('I was beginning to doubt whether all the arrests and convictions had been legally justified.')</li> <li>• It implies that Khrushchev believed that Stalin's terror system undermined communist ideas ('Stalin's power had been used to reinforce Socialism. However..., I was beginning to wonder')</li> <li>• It indicates that Khrushchev took the decision based on the results of an inquiry ('I proposed that we conduct an investigation in order to get a clearer picture')</li> <li>• It suggests that Khrushchev believed that it was necessary to end the terror system to give legitimacy to his government ('to prove that we were able to assume full responsibility for governing.')</li> </ul> <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"> <li>• Khrushchev was personally responsible for ending Stalin's terror system and therefore can write about it from authority</li> <li>• The source was published in the West and would not be subject to censorship</li> <li>• The fact that Khrushchev had his memoirs smuggled out to the West suggests it was important to him to explain why he had ended Stalin's terror system.</li> </ul> <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"> <li>• Khrushchev believed in many of the fundamentals of Stalinism, particularly the domination of the Party and had been part of the Stalinist regime</li> <li>• Khrushchev summoned delegates to a special closed meeting at the Twentieth Party Congress and delivered a four-hour 'secret speech' in which he condemned the Great Terror</li> <li>• Khrushchev ordered the release of thousands of 'political prisoners' detained by Stalin in the prison and labour camps</li> <li>• Khrushchev's preferred method for social control was to encourage the people to discipline themselves. He claimed that the only people imprisoned in his regime were of unsound mind.</li> </ul> <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 changes in the status of women under Lenin.</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"> <li>• Alexandra Kollontai was the leader of the Women's Department in the Bolshevik Party and therefore an authority on the role of women in Soviet Russia</li> <li>• The source is a speech and has a propaganda purpose</li> <li>• The content and tone of the source present an optimistic view of the changes in the roles of women</li> <li>• The date of the speech, 1921, means that Kollontai has the opportunity to reflect on changes to the role of women since Lenin took control in 1917.</li> </ul> <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"> <li>• It suggests that women have achieved greater equality under the Bolsheviks ('relationships between the sexes are put on a fairer footing')</li> <li>• It suggests that the role of women has changed as a result of the changes to the institution of marriage ('Marriage is no longer a method by which a woman can find herself a 'breadwinner')</li> <li>• It implies that the intended changes have not yet been realised in full ('We must ensure that the revolution within the family is completed')</li> <li>• It suggests that the traditional status of women will be abolished in the soviet state ('Down with the unproductive labour of housework and child-minding! Make way for work that is organised and productive').</li> </ul> <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"> <li>• Lenin regarded traditional marriage as akin to slavery and intended the Revolution to free women from their domestic role</li> <li>• Laws were passed to make divorce easier and to allow abortion on demand; many women were abandoned when they fell pregnant</li> <li>• In 1917 about 47 per cent of the urban workforce was female. This declined after the civil war when the demobilised men were given preference by employers</li> <li>• In 1919 the Women's Department set up the <i>Zhenotdel</i> to develop the political role of women and make them defenders of the revolution.</li> </ul> <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 how successful Stalin's economic policy was in the years 1928-53.</p> <p>The arguments and evidence that Stalin's economic policy was successful in the years 1928-53 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Stalin succeeded in collectivising agriculture; by 1932 62 per cent of peasant households had been collectivised and this rose to 93 per cent by 1937</li> <li>• The Five Year Plans succeeded in quadrupling the production of steel and achieving a six-fold increase in the production of coal in the years 1928-41 and made the USSR into a military superpower by 1953</li> <li>• The third Five Year Plan prepared the Soviet Union for war with Germany. During the war, the USSR successfully relocated industry to the east and out produced Germany in all key areas</li> <li>• The increases in production in the fourth Five Year Plan from 1946-50, were impressive, e.g. there was a 75 per cent increase in industrial production compared to 1940.</li> </ul> <p>The arguments and evidence that Stalin's economic policy was not successful in the years 1928-53 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Collectivisation led to a decline in the number of cattle, shortages of meat and milk, a fall in grain production and widespread famine; in 1928-53 all achievements were at the expense of the peasantry</li> <li>• Conditions for workers worsened during the Five Year Plans. Safety was neglected, pay was low and the passport system was resented. This resulted in increasing absenteeism</li> <li>• During the war, the Soviet economy suffered from huge shortages of labour and had to rely on children and old people working long hour to fill the gaps</li> <li>• The emphasis on production in the fourth Five Year Plan was on quantity. The quality of the products was often poor.</li> </ul> <p>Other relevant material must be credited.</p>

3

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.

Candidates are expected to reach a judgement about how accurate it is to say that Stalin and Khrushchev followed very similar policies in their treatment of religion.

The arguments and evidence that Stalin and Khrushchev followed very similar policies in their treatment of religion should be analysed and evaluated. Relevant points may include:

- As Marxists, both Stalin and Khrushchev rejected religious beliefs and this underpinned their treatment of religion
- Both Stalin and Khrushchev closed churches; Stalin closed down many churches during collectivisation and Khrushchev reduced the number of orthodox churches from 8,000 in 1958 to 5,000 in 1964
- The Church and State were kept separate in both regimes. No religious body was allowed to participate in state affairs
- Both Stalin and Khrushchev used the secret police to carry out their attacks on priests and religious groups. Stalin used the NKVD to round up priests and intellectuals during collectivisation and Khrushchev used the KGB to close down the churches.

The arguments and evidence that Stalin and Khrushchev followed different policies in their treatment of religion should be analysed and evaluated. Relevant points may include:

- Stalin was pragmatic in dealing with religion. He used orthodox priests to promote patriotism and provide comfort for the population during the war. Khrushchev was more hard-line and harassed priests in his harsh anti-religious campaign in 1958
- During the Second World War, Stalin re-opened some churches, re-established the patriarchate and set up new seminaries for training priests, whereas Khrushchev maintained his anti-religious campaign throughout his rule
- Stalin's anti-religious policies focused on attacking religious officials, e.g. orthodox priests, Jadids and Sufi leaders. Khrushchev extended his attacks beyond religious personnel to women who, he believed, were responsible for passing on religion to their children.

Other relevant material must be credited.

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 the impact of Gorbachev's reforms was the most significant factor in weakening Communist government in the USSR in the years 1982-91.</p> <p>The arguments and evidence that the impact of Gorbachev's reforms was the most significant factor in weakening Communist government in the USSR in the years 1982-91 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The twelfth Five Year Plan did not have a sufficient impact on the fundamental weaknesses in the Soviet economy; economic weakness undermined Communist rule</li> <li>• The failure of <i>Perestroika</i> undermined Gorbachev's reputation as a reformer. The failure to solve economic problems caused discontent and contributed to the weakening of the government of the USSR</li> <li>• Gorbachev's reforms were unpopular across wide sections of Soviet society, e.g. some workers feared a loss of benefits; some business managers did not want the risks associated with competition</li> <li>• <i>Glasnost</i> permitted criticism of the Communist Party which reduced respect for the Party and undermined its claim to legitimacy.</li> </ul> <p>The arguments and evidence that the impact of Gorbachev's reforms was not the most significant factor in weakening Communist government in the USSR in the years 1982-91 and/or there were other more important factors weakening Communist government in the USSR in the 1980s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The economy had been stagnating for decades; the economic policies implemented under Andropov and Chernenko had very little impact and the Soviet economy continued to decline</li> <li>• Andropov and Chernenko were in office for too short a period to implement effective reform of government. The old guard who remained in control prevented any radical changes in the USSR</li> <li>• The Chernobyl disaster was badly handled; thousands of lives were lost and it was clear that the most prestigious part of the Soviet economy was riddled with incompetence</li> <li>• Boris Yeltsin, as president of Russia, contributed to the weakening of communist government in the USSR by removing the power of the Communist Party in Russia's state organisations</li> <li>• Communist government in the USSR was weakened by the collapse of the Communist regimes in Eastern Europe in the late 1980s; nationalist and separatist sentiments grew in the Soviet republics.</li> </ul> <p>Other relevant material must be credited.</p>
---	---