



Mark Scheme (Results)

Summer 2025

Pearson Edexcel International Advanced
Level in History (WHI02)

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.

Section A: Question 1(b)

Target: AO2 (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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse the source and consider its value for an enquiry into problems in the Soviet economy under Brezhnev. 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: • It implies that the economy was technologically backward ('constantly emphasised the importance of accelerating scientific and technical progress. This will continue') • It suggests that management was weak and obsolete in its ideas ('Improvement of the organisation and management ...urgent task. we cannot to be content with this old experience.') • It claims that workers do not perform their work effectively ('workers ... lacked a proper sense of responsibility and discipline') • It suggests that the economic problems had persisted, and remedies had so far failed ('Some years ago, we concluded', 'This will continue to be prioritised', 'failed, year after year, to fulfil their targets set in the plan.'). 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: • The speech was made by Brezhnev, the General Secretary of the Communist Party, who ought to have been in an excellent position to comment on the problems confronting the Soviet economy • The speech was considered important enough to be broadcast to the Soviet population • The purpose of the speech was to update the Soviet people on priorities in the development of the Soviet economy • The tone and content of the source are very candid in criticising the Soviet economy and indicates its reliability. 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: • The Soviet Union's isolation from technological developments in the western world meant that its technology was outdated and inefficient and it relied on its vast supply of labour to function • The central planning system was overly bureaucratic and increasingly unable to cope with the economic complexities of the modern economy. Managers were appointed for their political credentials rather than skills • The military-industrial economy absorbed up to 25 per cent of spending in the Soviet economy and investment in agriculture was much greater than in industry. This placed a strain on the rest of the economy. Other relevant material must be credited.

Question	Indicative content
1b	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. Other relevant material not suggested below must also be credited. Candidates are required to analyse and evaluate the source in relation to an enquiry into the way that Russia was ruled under Lenin. 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: • Serge was a member of the Bolshevik Party and supported Leninism and the dictatorship of the proletariat. He was therefore able to give an insider's view of developments in government • Serge had good contacts with opponents of the régime. He was thus able to provide the perspective of opponents to the way Russia was being ruled at the time • Serge's experiences during Stalin's régime may have impacted on his views of the way Russia was ruled • The content and tone indicates that Serge was critical of the way government under Lenin was developing. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that Russia was ruled by force ('difficulties were dealt with by force and violence.') • It indicates that there was no freedom of speech and that criticism of government was not allowed ('any criticism became dangerous ...treated as enemy activity.', 'critics were right to demand freedom of expression') • It suggests that the Soviets were powerless and government was in the hands of bureaucrats ('lowly agencies of the Party... merely local Party Committees.', 'run from the top by Party Secretaries... full of career-men') • It implies that there was no democracy ('doomed if the Party failed to introduce radical changes, including the establishment of a true Soviet democracy.', 'was horrified to see voting rigged for Lenin's group.'). 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: • By the early 1920s, power had shifted from the Soviets to the Party, with key decisions taken by the Central Committee and increasingly by the Politburo. Power was centralised in the leaders in the Politburo • The Bolsheviks claimed to rule based on democratic centralism with the workers represented at local level by the Soviets. However, the system of ruling by decrees meant they were not involved in decision making • Many men joined the Party to improve their career prospects and not because they were committed communists. The Party developed the <i>nomenklatura</i> system to develop a more committed party bureaucracy • With the outbreak of the civil war, the Party used the Cheka to reinforce its rule. It dealt not only with the Whites but also with enemies within the Party. Under Lenin, about a third of the Party was purged. Other relevant material must be credited.

Section B: Indicative content

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

Question	Indicative content
2	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 whether, in the years 1918-28, government policies did not lead to improvements in the lives of women in Russia. The arguments and evidence that, in the years 1918-28, government policies did not lead to improvements in the lives of women in Russia should be analysed and evaluated. Relevant points may include: • Government policy making divorces easier led to the rise in divorces, 70 per cent of which were initiated by men. These 'postcard divorces' enabled men to abandon their wives, often when they were pregnant • Laws giving women equal rights in employment were slow to have an impact. Traditional attitudes persisted that women were unsuited to heavy work and many women lost jobs when men returned after the civil war • The government promised to end the so-called 'double shift' for women and provide canteens and crèches to take over domestic responsibilities, but provision was inadequate, making it difficult for women to work • The government policies of food requisitioning during the civil war, which resulted in famine and high prices. Many women became homeless and destitute. In the cities, many women turned to prostitution to survive • Government policies did not aid women's participation in politics. The percentage of female voting delegates declined after 1917. The <i>Zhenotdel</i> focused on practical help, rather than encouraging radical change. The arguments and evidence that, in the years 1918-28, government policies did lead to improvements in the lives of women in Russia should be analysed and evaluated. Relevant points may include: • Government policies brought greater equality in employment for women. In 1917, equal pay was introduced, and maternity rights were introduced. Millions more women were recruited into factories • Rights within the family improved. In 1917, divorce and abortion were made easier. In 1918, the Soviet Constitution gave women equality under the law and the Family Code gave greater rights within marriage • Women's access to education improved. Women no longer needed their husband's permission to study in further education. The <i>Zhenotdel</i> established education schemes for women in factories • There was some improvement in the lives of Muslim women. The policies for equal employment resulted in increased opportunities for some Muslim women. Other relevant material must be credited.

Question	Indicative content
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 whether Stalin and Khrushchev had very different approaches to controlling the people of Soviet Russia. The arguments and evidence that that Stalin and Khrushchev had very different approaches to controlling the people of Soviet Russia should be analysed and evaluated. Relevant points may include: • Stalin controlled the people by using various forms of media to create the cult of personality that portrayed him as the all-powerful saviour of the Soviet Union. In contrast, Khrushchev rejected personality cults and focused more on the collective role of the Party • Although anti-religious, Stalin took a pragmatic approach to using religion as an instrument of control. During the War, he allowed the churches to open and encouraged prayers for himself as 'God's chosen leader'. In contrast, Khrushchev took a hard line and closed churches and mosques • Stalin made extensive use of terror to control the people. Denunciations, arrests and use of gulags created an atmosphere of fear that forced people into obedience. In contrast, Khrushchev renounced the use of mass terror. His preferred method of control was 'popular oversight' • Stalin maintained control through rigid censorship of newspapers and magazines and in restricting access to radios with broad reception ranges. In contrast, Khrushchev loosened controls on various cultural forms in his 'thaws', e.g. publication of <i>One Day in the Life of Ivan Denisovich</i> in 1962. The arguments and evidence that that Stalin and Khrushchev had similar approaches to controlling the people of Soviet Russia should be analysed and evaluated. Relevant points may include: • Both Stalin and Khrushchev claimed to be true disciples of Lenin and used this claim to justify their rule and enforce control over the population • Khrushchev's 'thaws' did not prove lasting. Like Stalin, he enforced controls of the arts, e.g. he banned publication of <i>Doctor Zhivago</i> in the Soviet Union, and, like Stalin, he discouraged abstract art • In spite of de-Stalinisation, Khrushchev kept all the fundamental elements of Stalin's system of control in place. Like Stalin, he relied on the command economy, the one-party State and the State's monopoly of information to control the population • Like Stalin, Khrushchev made use of secret police surveillance, public trial and imprisonment with hard labour to discipline those who criticised the régime, e.g. the treatment of non-conformist artist Joseph Brodsky. Other relevant material must be credited.

Question	Indicative content
4	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 whether Soviet leaders' control over the government of the Soviet Union was weak in the years 1982-91. The arguments and evidence that Soviet leaders' control over the government of the Soviet Union was weak in the years 1982-91 should be analysed and evaluated. Relevant points may include: • Andropov was not in office long enough to bring the government under strong control. The head of Gosplan resisted his interventions, arguing that any change must proceed slowly and cautiously • Brezhnev's supporters weakened government by preventing Gorbachev's appointment in 1984. Chernenko depended on the 'old guard'. He dropped Andropov's anti-corruption campaign and maintained Party privileges • Gorbachev did not achieve control over Party institutions such as the KGB. This meant that, in spite of efforts to introduce reforms, Gorbachev's control was always limited • Yeltsin was not Gorbachev's preferred candidate in the Russian presidential elections in June 1991. His election and his role in rescuing Gorbachev from the Coup demonstrated Gorbachev's lack of control • Gorbachev's response to nationalist unrest was the new Union Treaty. It prompted the 1991 Coup with his imprisonment by Communist hardliners. This event demonstrated the decline in his control over government. The arguments and evidence that Soviet leaders' control over the government of the Soviet Union was not weak in the years 1982-91 should be analysed and evaluated. Relevant points may include: • Andropov strengthened his authority over government by removing Brezhnev's close supporters and those who favoured Chernenko. He replaced them with his own protégés, Ryzhkov, Romanov and Gorbachev • Gorbachev strengthened his control by removing those proving to be obstacles to reform and promoting key supporters to the Politburo. By 1987, he had secured the support of 75 per cent of the Politburo • Gorbachev's reforms that limited holding Party positions for more than ten years and prevented anyone but himself from holding both Party and State positions at the highest level, enhanced his authority in government • Gorbachev's election as President in 1990 strengthened his control giving him rights to veto legislation, appoint officials, suspend both the government and the Supreme Soviet and declare a state of emergency. Other relevant material must be credited.

