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Surname	Other names
Pearson Edexcel International Advanced Level	Centre Number
	Candidate Number
History	
International Advanced Subsidiary	
Paper 2: Breadth Study with Source Evaluation	
Option 1C: Russia, 1917–91: From Lenin to Yeltsin	
Thursday 19 January 2017 – Afternoon	Paper Reference
Time: 2 hours	WHI02/1C
You must have: Sources Booklet (enclosed)	Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ALL** questions in Section A and **ONE** question in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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Study Source 2 in the Sources Booklet before you answer this question.

- (b) How much weight do you give to the evidence of Source 2 for an enquiry into the advantages of Stalin's collectivisation programme for the Russian peasant?

Explain your answer, using the source, the information given about it and your own knowledge of the historical context.

(15)

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(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS



SECTION B**Answer ONE question in Section B.****You must start your answer to your chosen question on the next page.****EITHER**

- 2** How accurate is it to say that Khrushchev's attempts to reform the Soviet system in the years 1953–64 were a complete failure?

(Total for Question 2 = 25 marks)**OR**

- 3** How far did the Soviet government's treatment of culture change in the years 1917–53?

(Total for Question 3 = 25 marks)**OR**

- 4** To what extent was Soviet education policy successful in the years 1918–41?

(Total for Question 4 = 25 marks)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 2 Question 3 Question 4

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TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS



Pearson Edexcel
International Advanced Level

History

International Advanced Subsidiary

Paper 2: Breadth Study with Source Evaluation

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

Thursday 19 January 2017 – Afternoon

Sources Booklet

Paper Reference

WHI02/1C

Do not return this booklet with the question paper.

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Sources for use with Section A.

Source 1: From Dmitri Volkogonov, *Autopsy for an Empire: The Seven Leaders Who Built the Soviet Regime*, published 1999. General Volkogonov was a member of the Soviet Army's Political Administration and had access to the Soviet leadership. He headed the Department of Special Propaganda from 1970–91. Here he is reflecting on economic policy under Brezhnev.

Under Brezhnev's leadership, the country exhausted the possibilities of the communist-controlled command economy. It was clear that 'developed socialism' had led to stagnation in the economy. Rates of growth in many spheres of industry were zero. Agriculture was in a state of terminal sickness. The Politburo regularly allocated hundreds of tonnes of gold to buy food from the West for the vast country. More and more goods were in short supply, causing still more corruption and increased black market activity. 5

The stagnation was caused particularly by excessive efforts in the military sphere. The USA drained the Soviet Union with the arms race which the Soviet leadership entered mindlessly. Brezhnev could not grasp the significance of the fact that defence took much too big a share, and this led to the deepening of the economic crisis and the stagnation of the entire economy. 10

Source 2: From a speech entitled '*Work in the Countryside*' by Joseph Stalin delivered to members of the Communist Party on 11 January 1933. Here Stalin is speaking about the policy of collectivisation.

While the countryside was made up of single peasant farms, the individual peasant had to take care of his farm himself. He had no one with whom to share the responsibility for his farm, which was merely his own personal farm, and he had no one to rely upon except himself. At that time the individual peasant himself had to take care of the sowing and harvesting, and all the processes of agricultural labour in general, if he did not want to be left without bread and fall a victim to starvation. 15

With the shift to collective farming, the situation has changed materially. The collective farm does not belong to any one individual. In fact, the collective farmers now say: 'The collective farm is mine and not mine; it belongs to me, but it also belongs to all the other members of the collective farm; the collective farm is common property.' 20

Now he, the collective farmer, can shift the responsibility to, and rely upon, other members of the collective farm, knowing that the collective farm will not leave him without bread. That is why the collective farmer now has fewer cares than when he was on his individual farm. The cares and responsibility for the farm are now shared by all the collective farmers. 25

And what does this mean for the Party? It must now take over the direction of the collective farms, assume responsibility for the work, and help the collective farmers to develop their farms on the basis of science and technology. 30

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