Pearson Edexcel

Mark Scheme (Results)

January 2023

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**	• 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**	• 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**	• 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: **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 the outcome of Gorbachev's economic reforms in the years 1985-91. 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 claims that Gorbachev's reforms have succeeded in promoting economic growth ('grew by more than 3 per cent a year… economy has grown on average nearly 1.5 per cent') • It implies that Gorbachev's economic reforms have improved the standard of living for Soviet citizens ('The production of consumer goods is up 10 per cent', 'Soviet incomes have risen by nearly 13 per cent.') • It implies that adopting a more capitalist structure in the economy has led to significant success ('free to decide what to sell, whom to employ, and what to charge. … Nearly 90 per cent of enterprises are making money.'). 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 author wrote this article in 1990 after having been able to observe Gorbachev's reforms and their results since 1985 • The article was published in an American magazine, which might have been expected to take a more negative view of Soviet economic policy, but instead gives a relatively positive assessment of Gorbachev's reforms • The assessment of the results of Gorbachev's economic reforms, using both Soviet and American data, suggests that the judgements drawn are reliable. 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 Law on Co-operatives led to the establishment of over 200,000 private companies by 1990. In their first year 1988-90, their turnover increased from 29.2 million roubles to 1.04 billion roubles

Question	Indicative content
	• The establishment of joint ventures with foreign companies attracted major companies such as FIAT to invest in the Soviet Union, as well as attracting food outlets such as MacDonald's to open in Moscow • Co-operatives were more productive than similar enterprises under state control. They had significant potential for generating profits. 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 purpose of education under Stalin. 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: • Jones travelled extensively in Soviet Russia and was in an excellent position to report on the developments that he witnessed in Soviet education under Stalin • The article was written during the first Five-Year Plan and offers a key insight into the purpose of education in developing the Soviet economy • Jones provides the perspective of a western journalist on developments in Soviet education • The tone of the article suggests that Jones disapproved of many aspects of Soviet education. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that the purpose of education was to train children to become factory and farm workers ('greatest emphasis on the role which the future citizen must play in industrial or agricultural production') • It claims that Soviet education was narrow and distorted the arts ('narrow basis', 'Music, art and literature are all designed to further a political aim') • It suggests that education was successful in indoctrinating children

Question	Indicative content
	("Show me God! You cannot. There is no God."). 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: • The purpose of education was to prepare children for their future role in the industrial state. In the early 1930s, education was focused on socially useful work, which included practical production work and public activism • After 1931, experimentation in education was abandoned and traditional teaching methods were restored • School discipline was rigorous and intended to prepare children for labour discipline in the factories 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 how successful Soviet economic policy was in the years 1917-28. The arguments and evidence that Soviet economic policy was successful in the years 1917-28 should be analysed and evaluated. Relevant points may include: • War Communism was a political/ideological success. It ensured a Bolshevik victory in the civil war and enforced a socialist economy with state control over industry, banking and trade • War Communism was successful in securing food to feed the Red Army and workers in the cities through the requisitioning of grain from the peasants • The NEP had a positive impact on production. Factory output rose by almost 200 per cent in the years 1921-23; in the years 1921-27, coal and textile production, and the amount of land under cultivation doubled

	• Retail trade was revived under the NEP. Nepmen bought up produce in villages that they sold in markets in the towns and cities. Market stalls developed into permanent shops. The arguments and evidence that Soviet economic policy was not successful in the years 1917-28 should be analysed and evaluated. Relevant points may include: • War Communism resulted in peasants destroying food, widespread famine in the countryside, food rationing in the cities and the development of a black market that undermined the effort to establish a socialist system • The deficiencies of War Communism sparked significant opposition. A peasants' uprising at Tambov, strikes in major cities and the Kronstadt rebellion forced Lenin to abandon War Communism in 1921 • The NEP was an ideological failure. The introduction of private plots, private trading and the growth of the classes of Nepmen and 'kulaks' all undermined the efforts to achieve a socialist economic system • There was a grain procurement crisis in 1927-28 caused by peasants hoarding grain to drive up prices. This caused food shortages in the towns and cities. 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 Khrushchev succeeded in his attempt to reform the government of the Soviet Union. The arguments and evidence that Khrushchev succeeded in his attempt to reform the government of the Soviet Union should be analysed and evaluated. Relevant points may include: • In 1956, Khrushchev's Secret Speech heralded his policy of de-Stalinisation. The policy ended Stalin's system of personal rule and gave

	new authority to the Party and the Central Committee in government • Khrushchev succeeded in bringing the secret police under greater Party control and ended the practice of Party and government officials facing prison sentences for failing to meet targets • Khrushchev was successful in reducing the power of Party officials by dividing the Party into agricultural and industrial departments. He transferred decision making from the centre to regional councils • Khrushchev was able to remove rivals, not by arrest or execution as under Stalin, but by transferring them to new roles, e.g. Molotov became ambassador to Mongolia. The arguments and evidence that Khrushchev failed in his attempt to reform the government of the Soviet Union should be analysed and evaluated. Relevant points may include: • Party officials resented Khrushchev's attempt to place a limit on the time they could serve in-post. The reform threatened their power and privileges and played a role in Khrushchev's eventual downfall • Khrushchev backtracked on some aspects of de-Stalinisation. In December 1957, he authorised Brezhnev to set up a special Commission to suppress anti-Communist activities • De-Stalinisation was not completed. Khrushchev's government never publicly rejected Stalin's legacy or admitted the full extent of Stalin's crimes. This made it possible for Brezhnev to revive the cult after 1964 • Khrushchev was removed from power in 1964 by the Central Committee. His reforms had made the bureaucrats uneasy. 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 non-conformity in culture increased in the years 1953-82. The arguments and evidence that non-conformity in culture increased in the years 1953-82 should be analysed and evaluated. Relevant points may include: • The reduction of censorship allowed artists to produce more experimental works, e.g. the works of the abstract artist Ernst Neizvestnyi. In the 1970s 'Apartment Exhibitions' by non-conformist artists grew in popularity • The publication of non-conformist literature increased during the 'thaws', e.g. Ehrenburg's *The Thaw* (1953), Dudintsev's *Not by Bread Alone* (1956) and Solzhenitsyn's *One Day in the Life of Ivan Denisovich* (1962) • Access to non-conformist music increased, e.g. Gershwin was taught in schools in the late 1950s; in the 1970s and 1980s, young people listened to western pop music • Despite attempts by the authorities to suppress demand, the desire for western fashions grew throughout the period; rich families employed private dressmakers to recreate fashions; jeans sold on the back market. The arguments and evidence that non-conformity in culture did not increase in the years 1953-82 should be analysed and evaluated. Relevant points may include: • Khrushchev's 'thaws' were short-lived and conformity was re-established. Pasternak's novel was banned in the Soviet Union until the 1980s; the poet Brodsky was arrested and imprisoned in January 1964 • In the 1960s, campaigns encouraged women to conform with Soviet ideals. Women were encouraged to dress in wholesome clothing (knee-length skirts) and plait their hair. Consumerism was criticised • Brezhnev restored cultural conservatism. The traditional ballets performed by the Bolshoi ballet won national and international acclaim • After 1968, pressure to conform increased. Solzhenitsyn struggled to publish his work; the editor of the non-conformist '*New World*' journal was forced to resign; nostalgia became the dominant trend in Soviet art. Other relevant material must be credited.