Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

Time 2 hours

Paper reference **WHI02/1C**

History

International Advanced Subsidiary
PAPER 2: Breadth Study with Source Evaluation
Option 1C: Russia, 1917–91: From Lenin to Yeltsin

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.

Turn over ▶

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Study Source 1 in the Sources Booklet before you answer this question.

1 (a) Why is Source 1 valuable to the historian for an enquiry into the outcome of Gorbachev's economic reforms in the years 1985–91?

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

(10)

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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 purpose of education under Stalin?

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 successful was Soviet economic policy in the years 1917–28?

(Total for Question 2 = 25 marks)

OR

3 How accurate is it to say that Khrushchev succeeded in his attempt to reform the government of the Soviet Union?

(Total for Question 3 = 25 marks)

OR

4 How accurate is it to say that non-conformity in culture increased in the years 1953–82?

(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

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Sources Booklet

Do not return this Booklet with the question paper.

Turn over ▶

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Sources for use with Section A.

Source 1: From an article in *The Atlantic* magazine, June 1990. *The Atlantic* was an American magazine published monthly. It was known for publishing works by prominent writers. Here it is commenting on Gorbachev's economic reforms since 1985.

According to the Soviet government, from 1985 to 1989, the value of the Soviet economy grew by more than 3 per cent a year. Even by the American government's much more sceptical estimates, the Soviet economy has grown on average nearly 1.5 per cent— pretty good considering the upheaval that Gorbachev's reforms are causing.

Agricultural production has risen: 1989's grain harvest was up 26 million tons from the previous year. The production of consumer goods is up 10 per cent, and overall industrial production is up, in Western-calculated real terms, by 14 per cent. Soviet incomes have risen by nearly 13 per cent.

Many of Gorbachev's key reforms seem to be making progress. The Law on Enterprises was a giant step toward turning the 50,000 industrial state enterprises that dominate the Soviet economy into free-market businesses. The Law on Co-operatives legalised small and medium-sized businesses, and left them free to decide what to sell, whom to employ, and what to charge. Now, what those changes have actually achieved is significant. Nearly 90 per cent of enterprises are making money.

Source 2: From an article by Gareth Jones published in *The Times,* a British newspaper, 16 October 1931. Jones was a journalist who travelled extensively in Soviet Russia in the years 1930–33. Here he is commenting on Soviet education in the early 1930s.

Communist education now places the greatest emphasis on the role which the future citizen must play in industrial or agricultural production. Three years ago, 'polytechnical' schools were introduced. Under the 'polytechnical' system, each school has an agreement with a factory or with a collective farm, which the pupils visit regularly to study methods of production. At an early age, children are introduced to factory life and learn to use machines. An enthusiasm for technical things is stimulated. It is surprising how knowledgeable children are about machinery. Most Soviet children want to become engineers.

Political education is given in schools based on the principle: 'History is the record of class struggles.' Such an education is a narrow basis for the nurturing of a new generation. Music, art and literature are all designed to further a political aim. It is certain that someday there will be a reaction against this idea that all aspects of education should be used as weapons of class warfare.

Soviet propaganda is successful. The children readily believe what is taught in the schools. A religious mother in Leningrad moaned that her 10-year-old daughter had recently returned from her class and had demanded: 'Show me God! You cannot. There is no God.'

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