Mark Scheme (Results)

January 2025

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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January 2025
Question Paper P76209A
Publication Code: WHI02_1C_2501_MS
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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.

How to award marks when level descriptions are used

1. Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

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 Gorbachev's policy to reduce controls on the lives of the people in Soviet Russia in the late 1980s. 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 suggests that the Soviet people will be able to express ideas openly, including criticisms ('enable people to express opinions on any matter', 'any problem of public interest will be discussed from every perspective') • It indicates that the Soviet leadership is open to new ways of thinking ('there is no need to fear new ideas.') • It claims that that rights of the Soviet people are protected by the law ('Our entire legal system is designed to guarantee the rights of citizens') • It suggests that there will remain some checks on freedoms of expression ('proceed together with an absolute respect for the law. Democracy cannot co-exist with immoral or reckless behaviour.'). 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 Gorbachev; as the architect of the policy of glasnost, he was in an ideal position to outline his intentions and the purpose of glasnost • The speech, made to the Conference of the Communist Party of the Soviet Union, outlines government policy with respect to reducing controls on the lives of the people • The speech was made at a conference specially called for the purpose of speeding up the policy of reducing controls, which indicates the importance that Gorbachev attached to the policy. 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: • Gorbachev was a cautious reformer who wanted to catch up with the West economically and technologically but did not seek to introduce western-style democracy into the Soviet Union • Gorbachev wanted to use glasnost to show a greater willingness to explain the reasoning behind decisions to the public. He did not advocate complete freedoms for the media • Gorbachev was convinced of the importance of allowing greater freedom of expression after the Chernobyl disaster in 1986. The attempt by Soviet authorities to cover up the disaster added significantly to its human cost. 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 status of women in Russia 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: • The critical tone of the regional Soviet newspaper, which would have been subject to censorship, indicates the importance that the writer attached to the subject matter • The writer's supportive references to Lenin and Lenin's policies reflects the expected support for the Communist ideology of the state and indicates that the freedom to criticise the system as a whole was limited • The regional report focuses on the status of women in a factory in the far north of the Soviet Union. Its representation for the whole of the Soviet Union may be more variable • The purpose of the article was clearly to put pressure on the specific factory to address the issues undermining the status of women. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that the Party aspired to improve the status of women in employment ('implements the instructions first given by Lenin to bring women into productive employment.') • It implies that women's lives will be improved by focusing on paid employment ('eliminate queues at shops', 'liberate the housewives', 'cultural activities') • It claims that the Party and the factory managers have failed to improve the status of women ('Neither the Party collective nor the factory committee have done anything to improve any of these awful conditions.') • It suggests that for many women, communist ideology on their status was an aspiration and not a reality in their lives ('domestic slavery', 'humiliation of always being responsible ', 'have not changed at all.'). 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: • A series of measures had been introduced by Lenin to improve the lives of women. The Party closed the Zhenotdel in 1930 after it claimed women's issues had been solved • Women entered the workforce in great numbers under the Five-Year Plans. Those in factories were paid less than men. In rural areas, women tended to be left with low paid work while men moved to the cities • In 1936, Stalin's Great Retreat emphasised the traditional role of women as wives, mothers and homemakers. Funding for childcare and hours available never matched the needs of women employed in 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 whether, in the years 1917-28, War Communism was a failure but the New Economic Policy was a success. The arguments and evidence that, in the years 1917-28, War Communism was a failure but the New Economic Policy was a success should be analysed and evaluated. Relevant points may include: • War Communism failed to prevent a reduction in industrial production. Workers' committees proved incapable of running the factories and output fell well below 1913 levels • The shortages of goods under War Communism, resulting in part from shortages of raw materials, led to soaring inflation and the value of the currency collapsed • The peasants resisted grain requisitioning, and forcible seizure of agricultural produce led to the refusal to plant for the next season. Production collapsed and famine ensued • War Communism led to political failures. The Tambov rising made it clear that the Bolsheviks had not won over the peasantry, and the Kronstadt Rebellion showed that Lenin had lost some of his most loyal supporters • The NEP ended shortages of goods and foods, markets reappeared, and the famine ended. Coal and textile production doubled, the land under cultivation increased by fifty per cent and numbers of livestock increased. The arguments and evidence that, in the years 1917-28, War Communism was a success but the New Economic Policy was a failure should be analysed and evaluated. Relevant points may include: • War Communism was successful in implementing the Bolsheviks' ideological priorities. Industry was nationalised according to Marxist principles and the use of money was reduced by introducing rationing • War Communism was a vital element in ensuring Bolshevik victory in the Civil War. The centralised systems of control ensured that the army was sufficiently supplied with weapons and swiftly transported to battle fields • Ideologically, the NEP was a failure. By reintroducing private ownership and the profit motive, it betrayed the principles of communism and led to splits within the Bolshevik Party • The NEP encouraged corruption as so-called Nepmen attempted to 'get-rich-quick'. Nepmen controlled three-quarters of retail trade, bribes were commonplace and officials ignored illegal practices • The NEP led to the 'Scissors Crisis'. The widening gap between industrial and agricultural prices meant that most of the population had to pay more for manufactured goods while their income fell. This was unsustainable. 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 'de-Stalinisation' was the most significant feature of Khrushchev's reform of government in Russia in the years 1953-64. The arguments and evidence that 'de-Stalinisation' was the most significant feature of Khrushchev's reform of government in Russia in the years 1953-64 should be analysed and evaluated. Relevant points may include: • Khrushchev did not want to rely on the fear that characterised Stalin's regime. He wanted his government to rely on popular consent and this meant acknowledging the faults in Stalin's regime though 'de-Stalinisation' • The significance of 'de-Stalinisation' was shown in Khrushchev's treatment of his rivals after the 1957 Central Committee plenum. Opponents were demoted rather than being arrested. They remained in the Party • Khrushchev's intervention to end the cult of personality, a central feature of Stalinism, was significant. His criticisms of Stalin in the Secret Speech weakened the system of personal rule, and the Party gained in authority • 'De-Stalinisation' dealt with the legacy of the terror. In 1956, after the Secret Speech, 51,439 prisoners were released. By 1961, half of the political prisoners who had been executed by Stalin were rehabilitated • 'De-Stalinisation' reformed the legal system. A new criminal code removed vague crimes ('enemy of the people') and restricted the death penalty. Defendants could not be convicted purely by their own confession. The arguments and evidence that 'de-Stalinisation' was not the most significant/ there were other, more significant, features of Khrushchev's reform of government in Russia in the years 1953-64 should be analysed and evaluated. Relevant points may include: • 'De-Stalinisation' was very limited. Nearly all the key features of Stalinism remained in place, including the one-Party state and the secret police. Brezhnev was later able to revive the cult of personality • The anti-bureaucracy campaign was significant in devolving power to regional government. The amount of economic power exercised by the regions increased and central control of industry fell to 44 per cent • Khrushchev introduced measures to reduce the size and power of the central party by expanding Party membership to make it more democratic. By 1964, 60 per cent of the Party was made up of workers and peasants • Khrushchev reduced the culture of privilege by ending the practice of Party officials holding 'jobs for life'. He introduced fixed terms for senior Communists to ensure they were replaced regularly. 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 the treatment of religion in the Soviet Union became increasingly harsh in the years 1953-82. The arguments and evidence that the treatment of religion in the Soviet Union became increasingly harsh in the years 1953-82 should be analysed and evaluated. Relevant points may include: • In the first years of Khrushchev's rule, Stalin's liberal approach to religion, continued. In 1958, Khrushchev launched a harsh anti-religious campaign, which led to the closure of 10,000 churches • Under Khrushchev, Orthodox priests, Baptists and Jews faced increasing harassment by the secret police. Severe restrictions were placed on their right to congregate and worship • Khrushchev increased persecution in 1960 in a propaganda campaign that targeted women as enemies for teaching religious beliefs to their children, and nuns as 'unnatural' women who refused to have children • Brezhnev increased persecution of religion after the Christian Committee for the Defence of Believers was set up in 1976 and criticised human rights abuses in the Soviet Union. Its leader was imprisoned for five years. The arguments and evidence that the treatment of religion in the Soviet Union did not become increasingly harsh in the years 1953-82 should be analysed and evaluated. Relevant points may include: • The Communists continued to treat religion as a threat to the implementation of socialism throughout the period. Its emphasis on the rights of the individual contrasted with the collective vision of socialism • Khrushchev was fervently anti-religious and operated a harsh anti-religious policy, until he was removed from office in 1964, whereas Brezhnev limited attacks on religion to avoid criticism from the West • Khrushchev reintroduced anti-religious magazines. *Science and Religion* was published regularly after 1960 and maintained a consistent anti-religious stance throughout the period • Brezhnev limited attacks on Islam as part of his policy of seeking allies in the Middle East. In the late 1960s, Islam was described as progressive and anti-colonial. It was claimed that it was compatible with socialism. Other relevant material must be credited.

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