Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel International Advanced Level

Wednesday 17 May 2023

Afternoon (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 consequences of Khrushchev's liberalisation policy?

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 reasons for the destruction of the 'kulaks' during the collectivisation of farming?

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 education in the Soviet Union in the 1930s was completely different from education in the Soviet Union in the 1920s?

(Total for Question 2 = 25 marks)

OR

3 How accurate is it to say that Khrushchev's policies towards industry were a success but his agricultural policies were a failure?

(Total for Question 3 = 25 marks)

OR

4 How accurate is it to say that Brezhnev's policy of stabilisation was the main reason for the growing stagnation in the government of the Soviet Union in the years 1964–82?

(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 Mikhail Gorbachev, *Memoirs*, published in Germany, 1995. Here Gorbachev is reflecting on his experiences as a university student during the period of Khrushchev's liberalisation policy in the 1950s.

Signs of changes were soon to appear. Although not yet using Stalin's name, newspapers started publishing articles about his 'personality cult' and its incompatibility with Marxism-Leninism. Some signs of a thaw in the cultural life of the country were apparent, which had consequences for our university life as well. The lectures were becoming more and more interesting and the seminars livelier. The same was true of the activities of student societies.

During my last two academic years, the mood at the university underwent changes. Doubts were expressed about the Soviet system – cautiously at first, but gradually people became more outspoken. They challenged the 'traditional' Soviet interpretation of various historical events and even some aspects of contemporary political life. We were, of course, still a long, long way from the ability to express a real variety of ideas, even within the framework of the choices available in our socialist system. The Party leadership had loosened the ideological controls a little but showed no intention of relaxing them altogether.

Source 2: From the Resolution of the Council of People's Commissars and the Central Committee of the Ukrainian Soviet Socialist Republic on outlawing villages that maliciously sabotage the collection of grain, 6 December 1932. This Resolution was approved by the Politburo. Here it outlines measures to be implemented in villages in the Ukraine.

As a consequence of the disgraceful collapse of grain collection in the more remote regions of Ukraine, the Council of People's Commissars and the Central Committee call upon the local executive committees:

- to break up the kulak and counter-revolutionary elements who have been sabotaging the collection of grain;
- to liquidate the resistance of some of the rural communists, who, in fact, have become the leaders of the sabotage;
- to remove passive and complacent attitudes toward the agents of sabotage that are incompatible with being a party member,
- to ensure absolute compliance with the plan for grain collection with maximum speed.

The Council of People's Commissars and the Central Committee have decided:

- to place these villages on the outlawed list because of the obvious disruption of the grain collection plan and for the malicious sabotage, organised by kulak and counter-revolutionary elements.

The Council of People's Commissars and the Central Committee call upon all collective and private farmers, who are honest and dedicated to Soviet rule, to organise all their efforts for a merciless struggle against kulaks and their accomplices in order to:

- defeat the kulak sabotage of grain collection in their villages;
- fulfil honestly and conscientiously their grain collection obligations to the Soviet authorities; and
- strengthen collective farms.

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