Pearson Edexcel

Mark Scheme (Results)

June 2024

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 importance of Boris Yeltsin's election as President of the Russian Federation in June 1991. 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 provides evidence that Yeltsin won a significant majority of the voters in the election ('landslide victory', 'at least 60 per cent of the votes in the Russian Federation, the largest Soviet republic') • It indicates that Yeltsin's election was favoured by the USA ('visit next week to meet the US President, George Bush', 'President Bush was quick to congratulate Mr Yeltsin') • It suggests that Yeltsin would establish a democratic system of government in Russia and a capitalist economy ('confirming the Soviet commitment to 'establishing a democratic system.', 'market reforms') • It suggests that Yeltsin's election undermined the authority of President Gorbachev ('Gorbachev remained silent', 'President Gorbachev, who is still waiting for the Moscow summit with President Bush'). 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 Guardian* was a British newspaper and not subject to any form of censorship. It was thus free to give its own opinion on Yeltsin's election • The report was written swiftly after Yeltsin's election and thus gives an immediate reaction to the event • The language and tone of the report is relatively impartial, indicating both the pros and cons of Yeltsin's election for developments in the Soviet Union. 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: • In June 1990, Yeltsin had resigned from the Communist Party and freed himself from ties to the Party and to socialism. In the election of 1991, he was able to promote himself as an independent and a reformer • Yeltsin won the election with 58.6 per cent of the vote. The Communist Party had entered four candidates and split the vote. Gorbachev's candidate, Ryzhkov came second with only 17 per cent of the vote • Yeltsin was the first democratically elected president in Russia. From June 1991, a system of dual power was operated in Russia by Yeltsin and Gorbachev • In his first meeting with President Bush, Yeltsin was congratulated for his commitment to democracy and free market values. Bush also emphasised his

	support for and intention to work with Gorbachev. 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 nature of education in Russia in the 1920s. 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 story was written by someone who had worked with children before and after the Revolution and was able to make informed opinions about what was happening in Soviet education • The observations were clearly approved by the Soviet government as Ognev's stories were published in Soviet Russia • The story was published in 1928 at a time when the experimental phase of Soviet education was still in operation and was not affected by the later reversion to traditional methods of teaching • Ognev's observations were recorded as stories and therefore were likely to be embellished for dramatic effect. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that teachers had limited authority over their pupils ('I replied: 'Please be more polite or we may send you to the devil.", 'The whole group supported me. Elnikitka ran off') • It indicates that education became more experimental in the 1920s ('A new system is being introduced at our school … There will be no more classes, and the pupils will merely be given 'tasks'.') • It suggests that traditional methods of education were rejected ("this is not a classroom but a laboratory … You are more like a teacher of the old school") • It suggests that not all teachers accepted the changes in education ('she replied: 'Of course you are children, and I won't speak to you any other way."). 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: • Soviet Russia introduced the Dalton Plan, developed by Helen Pankhurst in 1919, into its schools in the 1920s. Pupils worked at their own pace and received help from the teacher only when necessary • Lunacharsky favoured progressive teaching methods, including learning through play and activities, compared to rote-learning using traditional textbooks or lecturing • In 1918, the Soviet government issued a decree that introduced co-education and abolished corporal punishment, homework and examinations. This was implemented in schools in the 1920s • Many teachers continued to use traditional teaching methods as there was no system in place for training teachers in the new experimental methods. Other relevant material must be credited.

Section B: Indicative content

Option 1B: 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 1928– 53, the removal of opponents in government and party was the main reason why Stalin was able to maintain control over the Soviet Union. The arguments and evidence that, in the years 1928–53, the removal of opponents in government and party was the main reason why Stalin was able to maintain control over Soviet Union should be analysed and evaluated. Relevant points may include: • As early as 1928, Stalin achieved a near monopoly over the Party. He accused Trotsky, Zinoviev and Kamenev of anti-Leninism. They lost votes at the Party Congress. Trotsky was exiled • Stalin's control was extended by the purge of the Party membership following the Ryutin affair of 1932. 800,000 members were expelled 1933 and 340,000 in 1934 • Stalin used the murder of Kirov (1934) as the pretext to eliminate his rivals, Zinoviev, Kamenev, Bukharin and their supporters as well as Trotsky's supporters, in a series of show trials from 1936-38 • In 1937, Stalin secured control over the military. He accused eight Red Army generals of treason. Found guilty in a show trial, 8 Admirals were executed and 35,000 army officers either killed or imprisoned in 1937-8 • Stalin used the Great Terror to eliminate members of the state and army by removing all party members who might claim authority that was independent of his own in party and/or government. The arguments and evidence that there were other, more important reasons than the removal of opponents in government and party that explain why Stalin was able to maintain control over Soviet Union in the years 1928–53 should be analysed and evaluated. Relevant points may include: • Stalin was able to maintain control because of his economic policies. The abandonment of the NEP and implementation of collectivisation and the Five-Year Plans led to control over the lives of workers and peasants • Stalin maintained control through mass media and propaganda. The Cult of Stalin promoted respect and adoration. He was worshipped as the Great War Leader during the Great Patriotic War, and this continued to 1953 • Stalin maintained control by means of the wider purges of the 1930s and post 1945, which created an atmosphere of fear when the NKVD carried out mass arrests and used torture to force confessions and denunciations • Stalin was able to maintain control because the population, fearing execution or exile to a Gulag, responded with obedience

	• In the years after the Second World War, Stalin encouraged competition by appointing rivals to key positions in Party and state. This meant they had to focus on infighting and did not challenge Stalin himself. 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 there were many positive results from Brezhnev's economic policy in the years 1964–82. The arguments and evidence that there were many positive results from Brezhnev's economic policy in the years 1964–82 should be analysed and evaluated. Relevant points may include: • Brezhnev's reforms succeeded in increasing military spending between 1964 and 1970, which enabled the USSR to achieve nuclear parity with the USA and increase its perception of its security • There was a significant increase in the production of consumer goods, which enabled 85 per cent of families to possess a television and 70 per cent to own a washing machine by 1980 • Living standards continued to rise steadily during the Brezhnev era. Average consumption by households rose by 70 per cent. The Soviet diet improved with meat, fish and vegetable consumption rising 35-40 per cent • There was full employment and wage differentials that were wide enough to incentivise hard work but not enough to cause anger over excessive inequality. The arguments and evidence that there were not many positive results from Brezhnev's economic policy in the years 1964–82 should be analysed and evaluated. Relevant points may include: • The Kosygin reforms, designed to transform the economy were withdrawn after less than a year. They fell victim to bureaucratic resistance as officials refused to accept a reduction in their authority over enterprises • The achievement of nuclear parity with the USA in the years after 1970 was a significant drain on the Soviet economy and meant that it could not deliver on its promise to transform the USSR into a land of plenty • Brezhnev was only able to achieve low food prices by importing large amounts of grain from the West because his economic policy did not yield large grain outputs • There were shortages of basic goods and queues for everyday necessities. There was dissatisfaction with the poor quality of consumer goods. A thriving black market provided access to goods and services for a price • The technological gap between the West and the USSR continued to grow. Factories failed to replace old and/or obsolete machinery and high rates of investment merely sustained declining rates of growth.

	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 Khrushchev and Gorbachev had similar approaches to the control of the arts The arguments and evidence that Khrushchev and Gorbachev had similar approaches to the control of the arts should be analysed and evaluated. Relevant points may include: • Both Khrushchev and Gorbachev had similar policies towards liberalising the arts and allowing more freedom of expression during Khrushchev's 'Thaw' and under Gorbachev's *glasnost* policy • Both Khrushchev and Gorbachev allowed the publication of previously forbidden works, e.g. Solzhenitsyn's *One day in the Life of Ivan Denisovich* under Khrushchev and Pasternak's *Doctor Zhivago* under Gorbachev • Both Khrushchev and Gorbachev opened the Soviet Union to western cultural influences, e.g. the work of Gershwin was taught in schools under Khrushchev, while under Gorbachev western rock groups played to audiences in the Soviet Union • There were limits to freedoms in both regimes. Khrushchev's 'Thaws' were punctuated with period of tightening controls whilst, under Gorbachev, a form of censorship was reintroduced in early 1991 with the appointment of hardliner Kravchenko to control the content of the press • Both Khrushchev and Gorbachev loosened controls on the arts in the face of strong criticism from conservative Party members. The arguments and evidence that Khrushchev and Gorbachev had different approaches to the control of the arts should be analysed and evaluated. Relevant points may include: • Under Gorbachev, avant-garde and abstract art was exhibited and drew large crowds to galleries, whereas Khrushchev had closed the USSR's first abstract art exhibition, which offended his conservative taste in art • Khrushchev's tightening of controls re-established social realism as the official art in the Soviet Union. There was no official art under *glasnost.* In July 1988, the Union of Artists of the USSR invited ten unofficial artists to exhibit alongside its own members in a massive show in Moscow • Khrushchev forbade the publication of Pasternak's *Doctor Zhivago* because it was critical of Lenin's regime, but it was published in the Soviet Union under Gorbachev • Criticisms of the Party prompted Khrushchev to re-establish controls whereas under Gorbachev criticisms of the Party were tolerated as a stage towards achieving political and economic reform. Other relevant material must be credited.

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