GradeMax

edexcel

Mark scheme (Results)

October 2016

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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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

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 their professional judgement to decide which level is most appropriate.

Placing 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.

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.

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 reasons for Mikhail Gorbachev's attempt to reform the Soviet economy in the years after 1985. 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: • Provides evidence that Gorbachev was highly motivated to introduce reforms ('I would not want to remain in that office unless I got support in undertaking major reforms') • Provides evidence that the Soviet Union needed to embark on economic reform ('running the risk of falling hopelessly behind the technologically advanced part of the world') • Suggests that the communist system had failed the economic development of the Soviet Union ('totally authoritarian and over-bureaucratic system. Militarised industries siphoned off our best resources'). 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: • Gorbachev is giving this speech while he was still in office - a Soviet President admitting problems to a world audience • As President and responsible for the direction of policy, Gorbachev is in an excellent position to know why he introduced the reforms • Gorbachev's criticism of the previous system, in which he had flourished, suggests he is giving an honest account. 3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy /usefulness of information. Relevant points may include: • The economy of the Soviet Union had been stagnating since the Brezhnev era; by the 1980s, the Soviet Union devoted up to 25 per cent of its economy to military expenditure • Gorbachev did not intend to overthrow the previous system but to introduce reforms within it • The military-industrial complex was resistant to reform but there was much support from the scientific-technological specialists • Gorbachev's economic polices changed from 1985-91. Initially he aimed to focus on modernisation but he moved on to introducing market forces and finally to abandoning the command economy.

Question	Indicative content
1b	Other relevant material must be credited. 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 improvements in employment opportunities for women in the Soviet Union in the early 1930s. 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 article is published in a government publication subject to censorship • The article reflects the views of the authorities • The article is critical of the treatment of women in employment in the factory • The publication is focused on employment in a single "Bolshevik" factory and may not reflect the situation in the Soviet Union as a whole. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • Provides evidence that more women are being employed in the factory ('new ranks of women workers have flowed into the "Bolshevik" factory') • Provides evidence that women are being rewarded for outstanding work ('Whilst it is true that 14 percent of all women working on production-lines received various kinds of awards for their shock work') • Provides evidence that women have not been allowed to progress in this factory ('Many older women workers, who have worked for a long time at the factory have not progressed any further') • Implies that women are being held back in other organisations ('But the percentage of women workers in all kinds of public organisations is lower than the percentage of men workers'). 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 content. Relevant points may include: • By 1928 3 million women were in employment and in the 1930s they moved into traditional male industries as their labour was essential to the success of the Five Year Plans • Increased educational opportunities enabled women to achieve the qualifications needed for employment in technical occupations; in 1929 20% of higher education places were reserved for women • Women in factories were encouraged to become *stakhanovites*

Question	Indicative content
	• In theory women received the same pay and conditions as men but this was rarely the case; in the mid-1930s traditional attitudes to women and their role in employment and the family were revived. 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 there was little difference between the policies of Lenin and Stalin towards agriculture. The arguments and evidence that there was little difference between the policies of Lenin and Stalin towards agriculture should be analysed and evaluated. Relevant points may include: • Both Lenin and Stalin intended to use their agricultural policies to replace the capitalist system with a communist system • Both War Communism and collectivisation relied on grain requisitioning to feed the workers in the towns • Both War Communism and collectivisation were implemented by the use of force and resulted in famine • Both Lenin, in the NEP, and Stalin, with the introduction of private plots, made concessions to peasant hostility • The lack of incentives in both War Communism and collectivisation led to decreases in production as peasants stopped producing food that was to be taken from them. The arguments and evidence that there were real differences between the policies of Lenin and Stalin's policies towards agriculture should be analysed and evaluated. Relevant points may include: • Lenin responded to discontent with his agricultural policies by the introduction of the NEP, which abandoned the use of food requisitioning • Stalin responded to agricultural discontent by closing off the villages that refused to cooperate and starving the inhabitants • Lenin allowed a rich class of peasants, kulaks, to develop who made a profit by selling surplus produce; Stalin labelled the kulaks as the class enemy and called for their liquidation • By 1939, Stalin had succeeded in collectivising agriculture with 93 per cent of the peasants working on collective farms; the private farms permitted under Lenin no longer existed. Other relevant material must be credited.

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 how far Khrushchev's policies changed the Soviet system of government in the years 1953-64. The arguments and evidence that Khrushchev's policies changed the Soviet system of government in the years 1953-64 should be analysed and evaluated. Relevant points may include: • The process of de-Stalinisation led to the resumption of regular meetings of the presidium and the Central Committee so that government no longer relied on a single person • Khrushchev allowed an expansion of party membership from 1954-64, which was designed to reduce the power of the central party • In 1954 Khrushchev restructured the government by cutting the number of central Soviet ministries from 55 to 25 • Khrushchev moved towards decentralising decision-making by transferring powers from the central ministries to regional councils in 1957 • Khrushchev introduced fixed terms for senior Communists, which led to the replacement of 66 per cent of regional Secretaries and the Presidium between 1957 and 1961. The arguments and evidence that Khrushchev's policies did not change the Soviet system of government in the years 1953-64 should be analysed and evaluated. Relevant points may include: • In 1957 Khrushchev retreated from de-Stalinisation, authorised the suppression of anti-communists and acknowledged that all communists were Stalinists • Khrushchev packed the Central Committee with his supporters, just as Stalin had done, and this was essential in surviving the crisis of 1957 • In 1958 Khrushchev assumed the position of prime minister as well as First Secretary of the Party; as Stalin had been, Khrushchev was in charge of both the government and the Party. Other relevant material must be credited.

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 the extent to which Khrushchev's and Brezhnev's policies achieved stability in Soviet society in the years 1953-82. The arguments and evidence that Khrushchev's and Brezhnev's policies achieved stability in Soviet society in the years 1953-82 should be analysed and evaluated. Relevant points may include: • Khrushchev doubled the investment in healthcare to improve health and mortality and improved pensions. By 1965 both death rates and infant mortality had dropped • Khrushchev invested in building housing in blocks, which allowed families to live in an entire apartment instead of in shared accommodation. This recreated privacy for Soviet citizens • Brezhnev promoted the social contract that guaranteed job security, low prices for essential goods, subsidised rents and practically-free utilities like electricity and water • Rising standards of living under Brezhnev promoted social stability. The minimum wage meant that the differences between the highest and lowest paid prevented anger over excessive inequality. The arguments and evidence that Khrushchev's and Brezhnev's policies did not achieve stability in Soviet society in the years 1953-82 should be analysed and evaluated. Relevant points may include: • There were concerns that the new housing could promote dissidence as families could no longer be monitored by informant in dormitories • Job security led to a high labour turnover of about 30 per cent a year • Pensions remained below the levels needed to live adequately, which led to many people having to work part-time after they reached retirement age • Social problems impacted on social cohesion; these included alcoholism and hooliganism. Other relevant material must be credited.