GradeMax



Mark scheme (version 4)

October 2017

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 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 recruitment of women into the workplace in the Soviet Union in the 1930s. 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 a lack of nursery school places is limiting recruitment of women to the workplace ('factories could not fully achieve the planned measures) • It implies that the leadership of the District Soviet has failed to make sufficient provision for women in the workplace ('The work ..will lead to great results when the District Soviet starts to provide better leadership') • It provides evidence that there was still a division between work deemed as suitable for men and women ('Men then need to be removed from these jobs... while women are sent to take their places'). 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 article is based upon a investigations that were carried out to establish factual details of the presence of women in the workplace • The acknowledgement of some problems in the recruitment of women to the workplace suggests that the reports can be trusted • The purpose of this article appears to be to encourage the soviets to solve the problems and increase the recruitment of women to the workplace. 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 number of female workers rose significantly in the 1930s from 3 million in 1928 to over 13 million in 1940; by 1940 41 per cent of workers in heavy industry were women • The employment of women was central to Stalin's plans for industrialisation and crèches and schools as well as canteens were set up at factories and on collective farms to free women for work • Most women were employed in traditional female occupations such as nursing and teaching but increasing numbers were employed in steel and engineering industries but pay and prospects were lower than that of men • The press, which was controlled by the central government, was used to prod local chiefs into action over issues like female employment. 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 reasons for the coup of August 1991. 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 author played a key role in bringing the coup to an end and is thus in an excellent position to comment on the event • The appeal was made at the height of the coup and, therefore, has the advantage of showing an immediate reaction while the danger was still prevalent • The author had much to gain by appearing as the champion of the ordinary people and as an opponent of those leading the coup. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It implies that the coup was prompted by the signing of the Union Treaty ('denouncing the leaders of Russia for supposedly not wanting to sign the Union Treaty.'; 'our wish to sign it is apparently directed against the Union') • It claims that the leaders of the coup were driven by personal gain ('a game to conceal their own selfish interests') • It suggests that the leaders of the coup were claiming their action was intended to save the Soviet Union (All their chatter about the fate of the Fatherland') • It claims that the coup was carried out to preserve the Communist Party ('decrees… have abolished all parties except the Communist Party'). 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: • Gorbachev's political reforms had strengthened radicals but weakened the Communist Party and led to a reaction by the 'old guard', many of whom were to be sacked when the Union Treaty came into force • Gorbachev's economic reforms were opposed by hardliners because that introduced market economics, led to rising prices and a loss of faith in the Communist Party • Gorbachev's reforms increased nationalism within the Soviet Union. As President of Russia, Boris Yeltsin opposed Gorbachev's Union Treaty and encouraged other states to call for greater sovereignty • Gorbachev was held captive at his Crimean holiday villa while his captors, led by Gennady Yanayev, claimed he was ill and unable to run the government. 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 how successful the policy to reduce illiteracy in the Soviet Union was in the years 1917-41. The arguments and evidence that the policy to reduce illiteracy in the Soviet Union was successful in the years 1917-41 should be analysed and evaluated. Relevant points may include: • In 1919 a Decree on Illiteracy was published that required all illiterate people aged 8 to 50 years to read and write and conscripted literate people into the education system to teach them, which led to some improvements in literacy • Trotsky introduced education into the Red Army for all soldiers which led to an increase in the literacy rate in the army from 50 per cent in 1918 to 86 per cent in 1921 and 100 per cent by 1925 • The May 1925 initiative to work with trades unions to ensure that all adults were literate by October 1927 was successful, e.g. by 1927 the Transport Workers Union achieved 99 per cent literacy • New targets to remove illiteracy were announced in 1930 and 3 million members of the Komsomol were recruited to educate workers and peasants in a 'cultural war' against illiteracy • Illiteracy was reduced during the first three Five year Plans. By 1939 over 94% of Soviet citizens were literate. The arguments and evidence that the policy to reduce illiteracy in the Soviet Union was not successful in the years 1917-41 should be analysed and evaluated. Relevant points may include: • There was a decline in literacy rates during the Civil War. The schemes introduced by the Bolsheviks failed to have a real impact and the requisitioning of schools as army barracks disrupted education • Initially the NEP failed to have an impact on literacy. Shortages of funding led to the closure of 90 per cent of the reading room network set up during the Civil War • Educating the peasants was problematical. The May 1925 initiative had to be extended to 1933 in the countryside and illiteracy grew in rural areas once the liquidation campaigns began • The literacy campaigns were less successful for women and the rural population than for men and people living in urban areas. 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 the extent to which Khrushchev and Brezhnev implemented very different policies in their management of the economy in the years 1953-82. The arguments and evidence that Khrushchev and Brezhnev implemented very different policies in their management of the economy in the years 1953-82 should be analysed and evaluated. Relevant points may include: • Khrushchev's policies were aimed at the achievement of communism by 1980; Brezhnev abandoned this aim and replaced it with the goal of achieving 'developed socialism' • Khrushchev introduced the Virgin Lands scheme and increased agricultural investment in order to produce more food than the USA; Brezhnev imported large quantities of grain from the West to keep food prices low • Khrushchev introduced a wide array of economic reforms in industry and agriculture to address problems in production; Brezhnev reversed many of those reforms, e.g. he abandoned the Virgin Lands scheme and the Regional Economic Councils • Khrushchev reduced military spending in 1955 in order to divert funding into consumer production and raising the standard of living; Brezhnev increased military investment to compete with the USA. The arguments and evidence that Khrushchev and Brezhnev did not implement very different policies in their management of the economy in the years 1953-82 should be analysed and evaluated. Relevant points may include: • Central planning of a Soviet economy remained the key emphasis under both Khrushchev and Brezhnev • Both men pursued policies designed to develop light industry. Khrushchev made light industry the key focus on his Seven Year Plan of 1959; in the 1960s Brezhnev continued this focus through the Kosygin reforms • Both Khrushchev and Brezhnev supported collective farming as the appropriate organisation of farming and both had to import grain to make up for deficiencies in production • Both Khrushchev and Brezhnev focused on improving the standard of living and increasing the availability of consumer goods • Khrushchev's cuts in military spending were only temporary; in 1962 he increased military spending to 11 per cent of GDP. Brezhnev continued this policy, increasing military spending to 13 per cent by 1970. Other relevant material must be credited. Answers will be credited according to their deployment of material in relation to the

4	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 Brezhnev's policies brought about political stability in the Soviet Union in the years 1964-82. The arguments and evidence that Brezhnev's policies brought about political stability in the Soviet Union in the years 1964-82 should be analysed and evaluated. Relevant points may include: • Brezhnev reversed Khrushchev's unpopular political reforms and reversed aspects of de-Stalinisation with the intention of restoring stability to the government because he feared reform would lead to political instability • The informal pact between Brezhnev and Kosygin ensured that the two top job in government were not held by the same person and the division of jobs between their supporters helped achieve stability until 1970 • Brezhnev developed the political leadership of the Soviet Union into an oligarchy in which his friends were promoted to top positions and in which they were all committed to preserving the status quo • Any conflict between the Party and the state was brought to an end with the implementation of the 1977 Constitution which returned to the Stalinist position of the superiority of the Party over the state • Brezhnev's policy of 'stability of cadres' discouraged promotions or demotions within the government which gave job security to political leaders and maintained stability in government. The arguments and evidence that Brezhnev's policies did not bring about political stability in the Soviet Union in the years 1964-82 should be analysed and evaluated. Relevant points may include: • Brezhnev's government was characterised more by stagnation than stability. His policies meant that change was slow and often non-existent. Brezhnev's policy of 'stability of cadres' meant there were few incentives to work hard • Useful young men became stuck in dead-end jobs in a system that had become a 'gerontocracy' which led to mounting frustration lower down in the Party, e.g. Gorbachev and Yeltsin wanted genuine reform • Stability was undermined by the huge increase in corruption in government which was fuelled in part by the fact that opportunity for advancement did not exist and sackings were rare • Stability was undermined by the political impact of the economic regression under Brezhnev. Other relevant material must be credited.