GradeMax



Mark Scheme (Results)

October 2018

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 candidates' 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 nature of government under Lenin in 1918. 1.The value could be identified in terms of the following points of information from the source, and the inferences that could be drawn and supported from the source: • It provides evidence that the nature of government was to be a republic with power residing in the soviets ('a republic of the Soviets ... All the central and local power belongs to these soviets') • It provides evidence that the government was structured as a dictatorship and the rulers were the working class ('involves the establishment of a dictatorship of the urban and rural proletariat') • It suggests that the government would be constructed on Marxist principles ('purpose is to abolish the exploitation of men by men and to introduce socialism'). 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 1918 Constitution of the Russian Socialist Federal Soviet Republic was a legal document that had the approval of the Congress of Soviets • The purpose of the Constitution was to outline the aims of the state and to establish the legal authority of the soviets • The language of the Constitution makes it clear that the writers did not regard this as the final settlement of government under Lenin but as a transitional system before true socialism was created. 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 Constitution was approved in July 1918 at a time when the civil war had begun and the Bolsheviks needed to exert firm control to prevent power returning to the supporters of the Tsarist autocracy • The 1918 Constitution made Russia the world's first state with a socialist constitution • The Constitution laid down the general principles of government under Lenin, including the rights of the working classes and the federal nature of the system. Other relevant material must be credited.
1b	Answers will be credited according to candidates' deployment of material in

Question	Indicative content
	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 problems in the Soviet economy during the Brezhnev era. 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 writer gives a Western view of developments in the Soviet economy • The writer has personal insight into changes in the Soviet economy during the Brezhnev era, having visited Moscow in the late 1950s and again in 1979 • The writer's acknowledgement of some improvements in the Soviet economy suggests an even-handed assessment of the economy under Brezhnev. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It claims that the Soviet economy has been declining steadily during this period ('A wide range of difficulties in the Soviet system has been growing worse in recent years') • It suggests that the Soviet economy was backward ('standards are still woefully low by Western standards') • It suggests that any improvements were short-lived ('the economic reverse that had already begun in 1976 put a stop to improvements in living standards') • It suggests that the problems were caused by the nature of the Soviet system ('an inefficient, overcentralized planning and decision-making system, preventing individual motivation and incentive'). 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: • There was a lack of innovation in the centrally planned economy, which led to stagnation; bonuses were paid for output rather than innovation • The emphasis on meeting targets meant that quality was sacrificed for quantity and there were constant complaints about shoddy goods • The Soviet economy suffered from outdated technology and machinery throughout the period • Investment in agriculture was insufficient and inadequate storage facilities and transportation added to its difficulties. 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 candidates' 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 the Soviet people benefited from the employment policies introduced by Lenin and Stalin in the years 1917–53. The arguments and evidence that the Soviet people benefited from the employment policies introduced by Lenin and Stalin in the years 1917–53 should be analysed and evaluated. Relevant points may include: • During War Communism, workers benefited from free travel on public transport, communal dining halls and communal laundries, while the provision of crèches helped women work in factories • During the 1920s, an extensive system of benefits was established for urban workers, including social insurance that covered disability, unemployment, maternity and medical benefits for 9 million workers • During the NEP, urban workers were clearly better off than they had been before the First World War; their pay was 10 per cent higher and their diet improved with increased consumption of meat and fish • The commitment to full employment meant that returning soldiers were provided with jobs; the industrial workforce increased from 8 million to 12.2 million in the period 1945–50. The arguments and evidence that the Soviet people did not benefit from the employment policies introduced by Lenin and Stalin in the years 1917–53 should be analysed and evaluated. Relevant points may include: • In spite of the emphasis on employment in the Declaration of the Rights of Toiling and Exploited People 1918, unemployment under Lenin increased, e.g. from 5.5 per cent in 1921 to 18 per cent in 1924 • In the 1920s, women were far more likely to be unemployed than men, and this problem was increased by the decision to stop funding crèches in the mid-1920s • Working conditions deteriorated rapidly during the Five-Year Plans; meeting targets was prioritised and health and safety was largely ignored • Stalin introduced harsh labour discipline including the loss of union rights to negotiate with factory managers and the banning of strikes • Stalin enforced compulsory employment policies, e.g. the slave labour on projects like the White Sea Canal and in the Gulags. Other relevant material must be credited.

3	Answers will be credited according to candidates' 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 Stalin and Khrushchev used completely different methods of controlling the people in the years 1928–64. The arguments and evidence that Stalin and Khrushchev used completely different methods of controlling the people in the years 1928–64 should be analysed and evaluated. Relevant points may include: • Stalin used arbitrary terror to control the people through fear. Khrushchev criticised this system in his secret speech and stopped it • Stalin put political opponents on trial and executed those found guilty, e.g. the executions of Zinoviev and Kamenev after the Trial of Sixteen, whereas Khrushchev demoted his political opponents in the Anti-Party Conspiracy • Stalin used trial by military court. Khrushchev ended this method and introduced a new criminal code that restricted the use of the death penalty to those convicted of treason • Stalin held millions of citizens in gulags and prison camps for minor offences; Khrushchev rehabilitated political prisoners and introduced new sentencing policies that punished minor offences with fines • Stalin controlled the population through encouraging absolute obedience to the leader through the cult of personality; Khrushchev criticised the cult and ended its use as a method of control. The arguments and evidence that Stalin and Khrushchev did not use completely different methods of controlling the people in the years 1928–64 should be analysed and evaluated. Relevant points may include: • Both Stalin and Khrushchev controlled the people by incarcerating political opponents; Stalin used gulags and Khrushchev used psychiatric units • Both Stalin and Khrushchev controlled artists by targeting those whose ideas clashed with Marxist-Leninist ideology; Stalin began the purge of artists in 1936 while Khrushchev harassed writers classed as dissidents, e.g. Pasternak • Both Stalin and Khrushchev controlled the beliefs held by the Soviet population by persecuting religious groups including Christians, Muslims and Jews • Both Stalin and Khrushchev controlled the population by using the secret police, NKVD and KGB to target perceived opponents and monitor their activity. Other relevant material must be credited.

4	Answers will be credited according to candidates' 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 Marxist ideology was the most significant factor in shaping educational policy in the Soviet Union in the years 1945–91. The arguments and evidence that Marxist ideology was the most significant factor in shaping educational policy in the Soviet Union in the years 1945–91 should be analysed and evaluated. Relevant points may include: • The study of Marxist-Leninist theory was compulsory at all stages of schooling • Marxist principles underpinned the provision of Khrushchev and Brezhnev's policies of free secondary schooling for all students, including provision of free school meals and free textbooks • Khrushchev's 1958 reforms included a new course, 'the fundamentals of political knowledge', for all 15 year olds to ensure that they knew the benefits of the Soviet system and the benefits of Marxism • Marxist-Leninist ideology was promoted in higher education and all postgraduate humanities students were obliged to include a chapter in their thesis that explained how their research supported Marxist theory. The arguments and evidence that Marxist ideology was not the most significant factor in shaping educational policy in the Soviet Union in the years 1945–91 should be analysed and evaluated. Relevant points may include: • Khrushchev's education policy focused primarily on the needs of the economy and placed emphasis on technical and vocational education, including training in local factories and on farms • Elitism played a dominant role in shaping policy, e.g. Khrushchev provided special schools for the academically gifted and Brezhnev restored academic education for the children of the party elite • Khrushchev used education policy to develop his broader policy of de-Stalinisation, which included ending the cultural isolation of the Stalinist era by promoting learning foreign languages • A significant development in education in the Khrushchev and Brezhnev eras was the emphasis placed on Russification and the enforced use of the Russian language in schools by the minority nationalities • Gorbachev informed schools that they were free to concentrate on education, and that political dogma would no longer be enforced. The 1986–87 reform focused on integrating education with economic needs. Other relevant material must be credited.