

Mark Scheme (Results)

October 2020

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 impact of Khrushchev's policy of liberalisation. 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 Khrushchev's policy of liberalisation was very popular in the Soviet Union ('filled the bookshops and theatres and crowded into halls where poets gave public readings.') • It suggests that Khrushchev's policy of liberalisation led to the development of range of social, economic and artistic freedoms ('American exhibition', 'foreign tourists', 'goods imported from the West') • It provides evidence that the policy was short-lived ('Early in the 1960s all this came to an end. The golden age had lasted only three or four years.'). 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: • Bukovsky's book was published after he went into exile and was not subject to Soviet censorship • Bukovsky was a leading member of the dissident movement and offers the perspective of someone who supported freedoms in the arts • Bukovsky was an eyewitness to the events and had personal experience of liberalisation. 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: • Khrushchev's thaw permitted a range of cultural freedoms, e.g. young people were able to dance to jazz music during the World Youth Festival • The World Youth Festival attracted 34,000 people from 130 countries • The USSR was opened to the outside world to an extent. Foreign visitors were encouraged to visit the USSR and a limited number of carefully vetted Soviet citizens were allowed to travel abroad • The thaw was short-lived. Pasternak's *Doctor Zhivago* was banned in the USSR because it was critical of Lenin's period as leader. 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 opportunities for women in Soviet Russia in the early 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: • As a leading Bolshevik, Bukharin was in an excellent position to comment on the opportunities presented to women by the new regime • As a communist, Bukharin was bound to emphasise the positive impact that the revolution had had on opportunities for women • The tone and content of the article indicates that it has a propaganda purpose. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that peasant women have gained a political role ('sit in the Soviets and Executive Committees') • It indicates that women continue to be occupied in traditional female roles ('social care of women, mothers, children…') • It implies that women have achieved a measure of equality with men ('co-workers of the Communist Society'). 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: • 70,000 women joined the Red Army and fought in the civil war of 1918-21. Few of them held high rank • During the civil war, women were recruited to fill jobs in nursing • Millions of women were recruited to work in factories in the early 1920s. After the civil war, many women were sacked so that men could take industrial jobs. 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 the extent to which approaches to education in the Soviet Union changed in the 1920s and 1930s. The arguments and evidence that approaches to education in the Soviet Union changed in the 1920s and 1930s should be analysed and evaluated. Relevant points may include: • Approaches to teaching methods changed. In the early 1920s, progressive methods promoted by Lunacharsky were favoured, but in the 1930s traditional methods, which emphasised discipline, were introduced • There was a change in attitudes to examinations and homework which were abolished by the 1918 school reforms, but the 1932 decree enforced regular homework, and national examinations were introduced in 1935 • The principle of free primary education was established in 1918, but fees were introduced under the NEP. Fees were abolished once more in 1927 • Approaches to university education changed. In the 1920s, universities were staffed with 'bourgeois' specialists who focused on traditional subjects. They were replaced in the 1930s with 'red specialists' who focused on the needs of the command economy. The arguments and evidence that approaches to education in the Soviet Union did not change in the 1920s and 1930s should be analysed and evaluated. Relevant points may include: • The purposes of education remained largely the same: to instil socialist values and to prepare young people to take their place in the Soviet state as an effective worker • The expansion of primary education was a priority throughout the 1920s and 1930s • Fees for secondary education persisted throughout the 1920s and 1930s, which restricted access for most students except those with wealthier parents • Subjects such as history were taught using traditional methods throughout the 1920s and 1930s. A focus on the achievements of the Tsars was maintained. 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, in the years 1928-41, the main consequence of Stalin's policy of collectivisation was the destruction of the 'kulaks'. The arguments and evidence that, in the years 1928-41, the main consequence of Stalin's policy of collectivisation was the destruction of the 'kulaks' should be analysed and evaluated. Relevant points may include: • Party officials, known as the Twenty-Five Thousanders, were sent to forcibly organise the collectives. They were experts in class-warfare and, together with the OGPU, rounded up and deported 'kulaks' • The term 'kulak' was applied not only to rich peasants but to any peasants who refused to co-operate. They were labelled as class enemies. 1,803,000 were deported to labour camps in Siberia and the Urals • The famine of the early 1930s was part of a deliberate policy to eliminate the so-called 'kulaks' • By 1934 there were no 'kulaks' left. The arguments and evidence that in the years 1928-41, there were other, more important consequences of Stalin's policy of collectivisation than the destruction of the 'kulaks' should be analysed and evaluated. Relevant points may include: • The structure of farming was completely reorganised on communist lines. By 1937, 93 per cent of agriculture was organised into collective farms, *Kolkhozy*, or State farms, *Sovkhozy* • There was a disastrous decline in the number of cattle leading to shortages in milk and meat. Grain production fell from 73 million tonnes in 1928 to 67 million in 1934. The result was famine • Mechanisation was introduced onto the farms with the establishment of Machine and Tractor Stations • Millions of peasants left the farms and sought work in the towns, leading to an increase in the size of the urban population. 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 the government of the Soviet Union changed in the years 1982-91. The arguments and evidence that the government of the Soviet Union changed in the years 1982-91 should be analysed and evaluated. Relevant points may include: • Gorbachev introduced a series of reforms from 1985 that changed the nature of government, e.g. under the policy of *glasnost*, all party officials were made accountable to the law • Gorbachev replaced the old constitution with a new one that guaranteed individual rights and brought in the separation of powers, which affected institutions such as the party, the administration and the soviets • Gorbachev established a new legislative body, the Congress of People's Deputies, and changed the electoral system to allow multi-candidate elections with a secret ballot in local and national elections • The nature of leadership changed. An executive presidency was established to preside over the Soviet Union and, in 1991, a new Russian presidency ushered in a system of dual power in Russia. The arguments and evidence that the government of the Soviet Union did not change in the years 1982-91 should be analysed and evaluated. Relevant points may include: • The Communist Party remained the only legal party throughout the 1980s • The Communist Party continued to dominate government in the new Congress of People's Deputies. Ninety per cent of the deputies were party members and over half were professional administrators • The Communist Party continued to dominate local government. It was agreed at the 19th All-Union Conference that local party secretaries should be chairpersons of Republican and local soviets • The Communist Party continued to control key institutions, e.g. the KGB, the military. Other relevant material must be credited.

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