GradeMax

Please check the examination details below before entering your candidate information

Candidate surname	Other names

Pearson Edexcel
International Advanced Level

Centre Number | | | | | |

Candidate Number | | | | |

Monday 18 May 2020

Afternoon (Time: 2 hours) | Paper Reference **WHI02/1C**

History

International Advanced Subsidiary
Paper 2: Breadth Study with Source Evaluation
Option 1C: Russia, 1917–91: From Lenin to Yeltsin

You must have:
Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ALL** questions in Section A and **ONE** question in Section B.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

Turn over ▶

P64662A

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SECTION A

Answer ALL questions. Write your answers in the spaces provided.

Study Source 1 in the Sources Booklet before you answer this question.

1 (a) Why is Source 1 valuable to the historian for an enquiry into the impact of Khrushchev's policy of liberalisation?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(10)

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Study Source 2 in the Sources Booklet before you answer this question.

(b) How much weight do you give to the evidence of Source 2 for an enquiry into the opportunities for women in Soviet Russia in the early 1920s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(15)

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(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS

SECTION B

Answer ONE question in Section B.

You must start your answer to your chosen question on the next page.

EITHER

2 To what extent did approaches to education in the Soviet Union change in the 1920s and 1930s?

(Total for Question 2 = 25 marks)

OR

3 How accurate is it to say that, in the years 1928–41, the main consequence of Stalin's policy of collectivisation was the destruction of the 'kulaks'?

(Total for Question 3 = 25 marks)

OR

4 To what extent did the government of the Soviet Union change in the years 1982–91?

(Total for Question 4 = 25 marks)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 2** ☐ **Question 3** ☐ **Question 4** ☐

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TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS

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Sources Booklet

Do not return this booklet with the question paper.

Turn over ▶

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P 6 4 6 6 2 A

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Sources for use with Section A.

Source 1: From Vladimir Bukovsky, *To Build a Castle*, published 1978. Bukovsky was a leading member of the dissident movement from the late 1950s until he was expelled from the Soviet Union in 1976. Here he is commenting on the 'thaw' under Khrushchev.

> The atmosphere of these years was one of springtime, hope and expectation. There was the World Youth Festival in Moscow in 1957, then the American exhibition in 1958. The importance of these events was comparable to Khrushchev's revelation of Stalin's terror system. There were foreign tourists, and a small quantity of rare, but nonetheless attainable, goods imported from the West.
>
> Moscow was transformed before our very eyes. In place of the crime-ridden slum city of my childhood, there arose a city whose inhabitants filled the bookshops and theatres and crowded into halls where poets gave public readings. Throughout Moscow, office typewriters worked overtime. Typists clicked out the works of writers like Pasternak for their own personal pleasure or for their friends. It felt as if everyone was cautiously straightening numbed limbs after ages of sitting still.
>
> Early in the 1960s all this came to an end. The golden age had lasted only three or four years.

Source 2: From an article written by Nikolai Bukharin, July 1920. Bukharin was a leading member of the Bolshevik Party. Here he is commenting on the role of women in Soviet Russia.

> It is especially interesting to observe the change which has taken place among the women of the ordinary proletarians and peasants. Women previously treated like cattle have at last realised that they are human beings, entitled to equal rights. They take part in the general struggle against capitalism, against exploitation and slavery in any form. These women have begun to participate in the administration of farming. They sit in the Soviets and Executive Committees of various types and hold responsible positions. They are frequently seen at the battlefront, fighting or nursing the injured.
>
> The working women of the middle-class and the peasant women are especially active in all situations that deal with the social care of women, mothers, children, elderly people and the sick. They are to be found working in institutions for pregnant women, women who have just given birth, in kitchens, public dining rooms, tea houses, in hospitals, recreation centres, in homes for the sick and elderly. They can be found helping in propaganda centres for the spreading of communist ideas.
>
> Women who hardly ever heard about communism before the revolution do important work in order to achieve communism. Women are given tasks and duties and experience. This transforms them into revolutionary fighters and co-workers of the Communist Society.