



Mark Scheme (Results)

Summer 2023

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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Summer 2023

Question Paper Log Number: P71738A

Publication Code: WHI02_1C_2306_MS

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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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.
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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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.
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Section A: indicative content

Option 1C: Russia, 1917–91: From Lenin to Yeltsin

Question	Indicative content
1a	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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.</p> <p>Candidates are required to analyse the source and consider its value for an enquiry into the consequences of Khrushchev's liberalisation policy.</p> <p>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:</p> <ul style="list-style-type: none">• It provides evidence that the reduction of controls allowed criticisms of aspects of the Soviet system ('Doubts were expressed ... challenged the 'traditional' Soviet interpretation')• It provides evidence that liberalisation had an impact on higher education ('consequences for our university life')• It suggests the reduction of controls was limited ('still a long, long way from the ability to express a real variety of ideas')• It implies there was support for the reduction of controls ('lectures were becoming more and more interesting and the seminars livelier.'). <p>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:</p> <ul style="list-style-type: none">• Gorbachev had personal experience of the consequences of the liberalisation while he attended university in the 1950s• Gorbachev had a particular interest in allowing greater freedom of expression as shown later in his policy of Glasnost• The tone of the extract indicates that Gorbachev approved of the reduction in controls under Khrushchev• Gorbachev's memoirs were published in Germany, which enabled the author to be less guarded in this account than in one published under stricter controls in Russia. <p>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:</p> <ul style="list-style-type: none">• Khrushchev's liberalisation was part of his policy of 'Reform Communism', which was intended to moderate and humanise the Soviet system• During Khrushchev's 'Thaw', Soviet academics were encouraged to publish franker accounts of Soviet history to reinforce de-Stalinisation

Question	Indicative content
	<ul style="list-style-type: none"> • Writers, who were classified as dissidents because they were too outspoken in their criticisms of the Soviet system, were harassed and imprisoned. <p>Other relevant material must be credited.</p>

Question	Indicative content
1b	<p>Answers will be credited according to their deployment of material in relation to the qualities outlined in the generic mark scheme.</p> <p>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.</p> <p>Candidates are required to analyse and evaluate the source in relation to an enquiry into the reasons for the destruction of the 'kulaks' during the collectivisation of farming.</p> <p>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:</p> <ul style="list-style-type: none"> • The Resolution was approved by the Politburo. It clearly outlines Party policy on dealing with the 'kulaks' • The decision was made at the end of 1932, three years after the policy of collectivisation was launched. It was intended to deal with problems arising from the imposition of collectivisation on farming communities • The Resolution applies specifically to villages in the Ukraine and is useful in identifying the particular issues in that region • The purpose of the Resolution was to target the so called 'kulaks' as political enemies of the state. <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> • It claims that the 'kulaks' have been involved in sabotaging grain collection ('kulak and counter-revolutionary elements who have been sabotaging the collection of grain') • It claims that the destruction of the 'kulaks' was necessary to achieve collectivisation ('ensure absolute compliance with the plan for grain collection', 'strengthen collective farms') • It suggests that efforts to deal with the 'kulaks' had been ineffective up to this point ('remove passive and complacent attitudes toward the agents of sabotage'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note</p>

Question	Indicative content
	<p data-bbox="304 163 1394 199">limitations or to challenge aspects of the content. Relevant points may include:</p> <ul data-bbox="352 244 1410 725" style="list-style-type: none"><li data-bbox="352 244 1394 360">• The collection of 'surplus' grain was central to Stalin's economic policy. It was to be sold abroad to raise funds to purchase machinery. Grain hoarding was made a criminal offence<li data-bbox="352 383 1410 499">• In 1929, Stalin gave the instruction to 'liquidate the kulaks' to speed up collectivisation. In 1929, richer peasants were labelled as 'kulaks' but by 1932, anyone who opposed collectivisation was considered to be a 'kulak'<li data-bbox="352 521 1410 638">• In some regions, poorer peasants undertook 'dekulakisation' enthusiastically in order to settle scores with some of their better-off neighbours. Richer peasants, farming on better soil, were labelled 'kulaks'<li data-bbox="352 660 1382 725">• The outlawing of villages cut them off from all supplies and contributed to the destruction of the 'kulaks' through famine and disease. <p data-bbox="304 748 874 784">Other relevant material must be credited.</p>

Section B: Indicative content

Option 1C: Russia, 1917–91: From Lenin to Yeltsin

Question	Indicative content
2	<p>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.</p> <p>Candidates are expected to reach a judgement about whether education in the Soviet Union in the 1920s was completely different from education in the Soviet Union the in 1930s.</p> <p>The arguments and evidence that education in the Soviet Union in the 1930s was completely different from education in the Soviet Union the in 1920s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In the 1930s, traditional methods and exams were restored in education, whereas, in the 1920s, Lunacharsky had promoted the liberation of the student. Corporal punishment, homework and exams were abolished. Classrooms became laboratories for learning by experimentation• In the 1920s, secondary schooling was designed to be vocational with children attending factory schools. However, in 1934, factory schools were closed, and children attended three years of secondary education before transferring to an academic or vocational programme or beginning work• In 1929, the Soviet government tried to widen access to higher education by dropping entry requirements. It introduced a quota system favouring working-class children. However, in 1935, the quota system was abolished and the intelligentsia's children were favoured for higher education• The control of the curriculum differed. The government aimed to control content in both periods, but a lack of teacher training in the 1920s meant that teachers continued to focus on content taught in the tsarist era, whereas, in the 1930s, teachers taught from state-approved textbooks• The role and authority of the teacher differed. In the 1920s, the teacher was a facilitator who allowed children to determine their own learning. Teachers who did not adapt were humiliated by students. In the 1930s, the traditional role of the teacher and classroom discipline were restored. <p>The arguments and evidence that education in the Soviet Union in the 1930s was similar to education in the Soviet Union the in 1920s should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In both periods, the government aimed to provide free education to all children. However, particularly at secondary school level, parents had to contribute to the cost of their child's education

	<ul style="list-style-type: none"> • In both periods, education served similar purposes – to instil socialist values and attitudes, to secure support for the continued existence of the communist regime and to prepare young people to contribute to the construction of a modern industrial nation • In both periods, the curriculum was used to attack traditional beliefs and superstitions. Religious education was banned in schools under both Lenin and Stalin. Co-education began under Lenin and continued under Stalin. <p>Other relevant material must be credited.</p>
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Question	Indicative content
3	<p>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.</p> <p>Candidates are expected to reach a judgement about whether Khrushchev's policies towards industry were a success but his agricultural policies were a failure.</p> <p>The arguments and evidence that Khrushchev's policies towards industry were a success but his agricultural policies were a failure should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Under the Seven-Year Plan, production met or exceeded its targets for electricity, oil and steel. There was a 60 percent increase in the production of consumer goods between 1959 and 1965 • The focus on space technology was a success. In 1957, the Soviet Union launched the first space satellite, Sputnik, and, in 1961, the Soviet Union put the first man into space, Yuri Gagarin • Agriculture remained inefficient despite Khrushchev's reforms. In the 1960s, 44 per cent of the population still worked on farms compared to only five per cent of the American population • Agricultural planning was ineffective. The abolition of MTS resulted in shortages of modern equipment. Centrally-directed campaigns did not account for local conditions, e.g. the appropriate climate • The Virgin Lands Scheme failed to lead to sustained growth and the targets were not met. <p>The arguments and evidence that counter the argument that Khrushchev's policies towards industry were a success but his agricultural policies were a failure should be analysed and evaluated. Relevant points may include:</p>

	<ul style="list-style-type: none"> • Most of the targets set in the Seven-Year Plan were not met. Resources were diverted to the wrong places, and managers failed to implement new methods of production. They feared missing targets during training • There were shortages of consumer goods. Targets were set according to value, leading to the production of small numbers of expensive goods. The cheap goods that were produced were of very poor quality • Khrushchev's decentralisation policy for industrial planning lacked a coordinated structure. This resulted in falling growth rates. By 1964, economic growth had fallen to its lowest peacetime level since 1933 • Agricultural output increased. Grain harvests, meat and milk production all rose significantly in the years 1953-58. By 1964, output was 15 per cent higher than in 1958. The standard of living for peasants improved. <p>Other relevant material must be credited.</p>
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Question	Indicative content
4	<p>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.</p> <p>Candidates are expected to reach a judgement about whether Brezhnev's policy of stabilisation was the main reason for the growing stagnation in the government of the Soviet Union in the years 1964-82.</p> <p>The arguments and evidence that Brezhnev's policy of stabilisation was the main reason for the growing stagnation in the government of the Soviet Union in the years 1964-82 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Brezhnev wanted to avoid being deposed like Khrushchev. He prioritised conservatism over innovation, which led to stagnation in government • Brezhnev's policy of the 'stability of cadres' led to a gerontocracy in government. The average age of members of the Politburo increased. By the end of his rule, seven of the eleven members were aged over 70 years • The 'stability of cadres' prevented the promotion of younger, more dynamic, officials who would have been more innovative in government. Middle-ranking officials became stuck in dead end jobs with no prospects • Brezhnev's decision to end the decentralisation of the ministries and centralise power in Moscow led to a huge proliferation of red tape and officialdom that contributed significantly to stagnation in government

- The 1977 Constitution enshrined stagnation in the system by ensuring that posts would be filled by appointment, not election, and by establishing the superiority of the Party over the state.

The arguments and evidence that there were other reasons for the growing stagnation in the government of the Soviet Union in the years 1964-82 should be analysed and evaluated. Relevant points may include:

- Stagnation in government grew as the ideological appeal of communism began to lose its grip. There was an increase in corruption among party members that went unchallenged by the population
- Changes to the nature of leadership led to stagnation. Brezhnev emphasised collective leadership. The conservative biases of the system were no longer countered by an ambitious leader
- The social pyramid built around the structure of the party promoted stagnation. The rewards of political conformity for the elite in each of the republics, e.g. holiday dachas, meant the system went unchallenged
- The system for promoting lower-ranking officials focused on local party officials who had served as junior officials in the same area. This stifled innovation within the system by preventing the introduction of new ideas.

Other relevant material must be credited.

