

# Examiners' Report

Summer 2016

Pearson Edexcel GCE  
in History (WHI01) Paper 1B

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## **Principal Examiner Report 2016**

### **iA Level History**

#### **WHI01 1A/1B/1C/1D: International Advanced Subsidiary**

##### **WHI01 1B Russia in Revolution 1881-1917**

WHI01 is a new International Advanced Subsidiary examination that is part of the new iA Level History qualification, and was examined for the first time this summer. WHI01 (unit 1) is a Depth Study with Interpretations, and comprises four options; 1A France in Revolution 1774-99, 1B Russia in Revolution 1881-1917, 1C Germany 1918-45, and 1D Britain 1964-90. The assessment criteria for all the options, and questions are AO1 and AO3, and all the options, and questions are covered by a generic mark scheme, based on Level descriptors.

Although, at this early stage in the life of the qualification, the entry for this unit was quite low, it was encouraging to see that there were entries for all of the four options. Paper 1A had 21 candidates, Paper 1B had 39 candidates, Paper 1C had 85 candidates and Paper 1D had 23 candidates.

This report will have comments on all of the four options and questions, but it is important that centres take on board some generic comments which are based on the marking of this summer's cohort, and consider and apply these when preparing candidates for future examinations in these options.

- WHI01 is both a study in depth and a study of interpretations, and it is necessary for candidates to do both, at all levels in the mark scheme, in order to score marks. Ignoring the stated view in the question, and merely writing information that may be relevant to the general focus of the question does not fully meet the criteria for Level 1, and consequently none of the other levels. Even at Level 1 the mark scheme expects simple or generalised consideration of the stated view in the question. Some candidates paid very little attention to the stated view (ignoring it completely or sometimes only referring to it in the conclusion) and narrated or described other information that was either relevant or not to the actual question.
- Across all of the options, in candidate responses, there was very little evidence seen of planning. As the examination is two hours long, implying that candidates might divide that time equally between the two essays they choose, it would seem sensible to devote some time (possibly no more than 10 minutes per question) to planning each question. That would hopefully ensure that when the answer is written the stated view is considered (Level 2, 3 and 4 all require to varying degrees understanding, analysis and exploration of the given view) and then other factors/views can follow, which will then allow the candidate to establish some criteria with which they are able to consider the importance, or not, of the given view and make some judgements. Those candidates who planned (this appeared on their examination script before they answered the question) invariably scored better than candidates who had not planned. Planned answers tended to score at the top of Level 3 and into, and including the top, of Level 4, whereas unplanned answers meandered and judgements tended to be stated, rather than supported by valid criteria, and often achieved marks at the Level 2 and Level 3 boundary or below.
- The need to stress to candidates that in examination situations they must read the question carefully, and not take the question as an opportunity to write all they know about the topic, or answer a question they would have preferred that is near to the actual question, but not the actual question. This was particularly evident in the Germany paper, and particularly the question about the role of Hitler.

- It was noted that a few candidates did not indicate which question they had answered first and which question they had answered second. While this did not mean that their responses were not marked, candidates are expected to indicate which questions they answer.
- There was some evidence of candidates running out of time, but they were very few. Impressing the need to plan essays in the examination is surely the remedy to this problem given the amount of time candidates actually have.

### **Option 1B Russia in Revolution 1881-1917**

- This paper had second largest number of candidate entries: 39.
- Question 4 proved to be the most popular, followed by question 3, question 1 and question 2.
- In question 1 many candidates were able to consider the repressive nature of both Tsars and counter it with progressive policies from both. Candidate answers tended to be a little unbalanced with more being written about Alexander III – but on reflection that was not to be unexpected.
- The example below scored a mark just into Level 4. The stated view is considered, other reasons are also considered and judged against the stated view and a judgement is made. Knowledge is deployed but in places it lacks range and depth.

Put a cross in the box  indicating the FIRST question you have chosen to answer. If you change your mind, put a line through the box  and then indicate your new question with a cross .

Chosen question number: Question 1  Question 2   
Question 3  Question 4

(This page is for your first answer) In the years 1881 to 1894, Alexander III's reign was to a great extent repressive. This is because when he became Tsar he dismissed his father's liberal ministers - M.T. Loris and N.P. Ignatiev - and replaced them with Konstantin Pobedonostsev (the Chief minister of the Holy Synod of the Russian Orthodox Church). This was done because Alexander III did not support his father's reforms and Pobedonostsev was a conservative.

Furthermore, the first act Alexander III's new government was supposed to take was to destroy the terror organisation, the People's Will. The Statute of State Security was set up which meant the government could ~~arrest~~ <sup>arrest</sup> opposition group members and put them on trial without the need for a jury. This resulted in thousands of people being arrested and those ~~convicted~~ <sup>convicted</sup>.

(This page is for your first answer) faced execution or were exiled to Siberia. This to a great extent showed Alexander III's repressive reign because the Statute of State Security crushed all opposition.

Another repressive policy that was introduced was the policy of Russification. This meant all official documents were in Russian, the official language was Russian, and Russian customs and the Russian Orthodox church was promoted. Other ~~not~~ <sup>ethnic</sup> and religious minorities were discriminated. Pogroms were condoned by the Tsar, which this was attacks on Jewish Poles where Jews were beat, robbed, raped and even killed. Thousands of Jews fled to North America and Europe. <sup>In addition, Alexander III's</sup> ~~manifesto~~ <sup>manifesto</sup> declared absolute power resided in the Tsar.

In addition, Universities lost their self-government and went under the control of the government. <sup>University</sup> ~~Universities~~ fees were increased so that all but the rich and upper class was excluded. This was done to minimise the knowledge



(This page is for your first answer) given to the other class to suppress their knowledge about their rights. Subjects like history and science was banned and women were banned from universities. Clearly showing the level of repression during Alexander III's reign.\*

\*Alexander III also banned foreign books and newspapers - he banned 14 newspapers between 1882 - 1890 for displaying liberal tendencies.

However, to a certain extent repression wasn't there was some reform from 1881 to 1894. Land Captains were introduced in 1889 and were then made members of the Zemstvo in 1890. Nikolai Bunge was the first finance minister who reduced taxes on peasants and introduced the Peasant Land Bank in 1882, this gave loans to peasants to increase the size of their land holdings. But in 1887 he resigned and Ivan Vyshnegradsky took his place. In 1889 Vyshnegradsky provided financial incentives for peasants to migrate to Siberia so that pressure on the demand for land would reduce. This suggests that during Alexander III's



(This page is for your first answer) reign repression was ~~that~~ the only way he ruled.

In 1894, Nicholas II came into power. He too, didn't want to make any reforms. Nicholas tried his best to suppress opposition. He supported the 'Black Hundred' who were Russian nationalists and <sup>were in favour of</sup> anti-semitism. They marched around working class districts in support of the Tsar. <sup>The Black Hundred were guilty of carrying out over 3000 assassinations.</sup> Nicholas also used the support of the Russian Orthodox Church to gain support. The Russian Orthodox Church spread the message, of how Nicholas was chosen by God to rule, in the countryside.

Furthermore, Nicholas used the Cossacks and the army to destroy opposition in the cities and put down peasant uprisings. The Okhrana (secret police) were used to spy on opposition groups, <sup>and</sup> arrest them. The Okhrana destroyed the Social Revolutionaries and the Bolsheviks. Nicholas was seen to be using force to ensure the survival of the tsarist political system.

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(This page is for your first answer) In addition, throughout the years from 1894-1903 Nicholas made no concessions and the tsarist political system remained the same. As there was no educational opportunities for the poor and repression continued from Alexander III's rule.

Nicholas' wife, Alexandra, was an influential role in his life and she too, didn't want democracy. So she advised him, whenever opportunity presented itself for a democratic change, to turn it down.

~~Between 1894 and 1903 there were~~  
~~no reasons~~

However, Sergei Witte's reforms from 1892 did improve Russia's economy therefore, reducing opposition.

In conclusion, throughout Alexander III's reign repressive actions are seen which may have been the reason



(This page is for your first answer) he was assassinated. And Nicholas II's reign from 1894 - 1903 and for 2 more years were seen as ~~repressive~~ repressive to a great extent. However, Nicholas II's entire reign until 1917 was not fully repressive.

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- In question 2 a lot of candidates spent too much of the answer on the general causes of the 1905 Revolution and insufficient time on the consequences, which was the focus of the question.
- In question 3 many candidates were well versed in the range of reasons why Romanov rule ended in 1917, but some wrote little about the role of the Tsarina, and, as a consequence were unable to make judgements about the stated view in relation to other possible interpretations.
- In question 4 many candidates were well versed in the reasons why the Provisional Government was overthrown, and were able to judge how significant the decision was to stay in the war against other factors.

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