



Pearson

# Mark Scheme (Results)

January 2018

Pearson International Advanced Level  
In History

WHI02: 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	<ul style="list-style-type: none"><li>• 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.</li><li>• Some relevant contextual knowledge is included but presented as information rather than applied to the source material.</li><li>• Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.</li></ul>
2	4–6	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail.</li><li>• 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.</li></ul>
3	7–10	<ul style="list-style-type: none"><li>• 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.</li><li>• Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• 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.</li></ul>

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"> <li>• 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.</li> <li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li> <li>• Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
3	8–11	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• 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.</li> </ul>
4	12–15	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## 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"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	7–12	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	13–18	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li> </ul>

4	19–25	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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## Section A: indicative content

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

Question	Indicative content
1 a	<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 purpose of education in the Soviet Union in the 1930s.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• It provides evidence that the Soviet Government was focused on improving and extending education in the Soviet Union ('strengthening and development of the Soviet schools ..universal compulsory education')</li> <li>• It provides evidence that the promotion of Communist ideology was an important part of education in the Soviet Union ('education of youth and children in the spirit of Communism')</li> <li>• It suggests that education had a propaganda purpose ('systematically informs school children about the most important daily events and organises various lectures and talks.')</li> </ul> <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"> <li>• The <i>Programme of the Komsomol</i> was an official programme drawn up by a Soviet institution and carrying official authority</li> <li>• The purpose of the <i>Komsomol</i> was to educate young people about the Communist system</li> <li>• The announcement of this programme at the Tenth Congress indicates the importance of the <i>Komsomol</i> in developing approaches to education in the Soviet Union.</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points</p>

Question	Indicative content
1 b	<p>may include:</p> <ul style="list-style-type: none"> <li>• In the 1930s, Stalin emphasised the importance of discipline and hard work in schools and, in 1935, introduced a new curriculum with an emphasis on traditional teaching methods</li> <li>• The purpose of education in the 1930s was to prepare children for their place in the factories under the Five Year Plans, and focused on the improvement of literacy and the development of technical skills</li> <li>• The curriculum emphasised the importance of obedience, patriotism and love for Stalin.</li> </ul> <p>Other relevant material must be credited.</p> <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 impact of Stalin's policy of collectivisation on peasant families.</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"> <li>• The writer is a 12-year-old child with apparently no connections to either government or opposition and her words have a ring of truth about them</li> <li>• The content and tone of the letter suggests she does not hold Stalin responsible for the hardships caused by collectivisation</li> <li>• The letter, written in January 1937, provides an insight into the impact of collectivisation after nearly a decade</li> <li>• The writer's father was an invalid, and thus her case and experience may not be typical of the impact of collectivisation.</li> </ul> <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"> <li>• It provides evidence that collectivisation has caused great hardships for peasant families ('village soviet took away our horse and our cow back in 1935. Now we haven't got any livestock at all'; 'we haven't got anything to eat')</li> <li>• It implies that peasant families resisted collectivisation ('we didn't join the collective farm because my father is an invalid. He fought in two wars, his health is poor and so he just can't work on the collective farm')</li> </ul>



Question	Indicative content
	<ul style="list-style-type: none"> <li>• It suggests that the impact of collectivisation on families extended into their social lives ('me and my brother aren't able to go to school')</li> <li>• It provides evidence that peasant families blamed the local authorities rather than Stalin for the hardships of collectivisation ('the village soviet taxed us when they shouldn't have done').</li> </ul> <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 limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Collectivisation resulted in a famine that killed between 7 and 10 million people in the countryside with the Ukraine suffering in particular</li> <li>• Peasant families were forced to take drastic actions to survive the famine with cases of cannibalism being recorded</li> <li>• The authorities introduced internal passports to stop peasants fleeing the countryside</li> <li>• Families accused of being 'kulak' were deported to Siberia; between 9 and 10 million people were exiled as part of the dekulakisation programme.</li> </ul> <p>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 how far the aims of Soviet economic policy changed in the years 1917-28.</p> <p>The arguments and evidence that the aims of Soviet economic policy changed in the years 1917-28 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Lenin’s aims for the workers’ control of industry changed to War Communism in 1918 when the civil war broke out</li> <li>• Lenin’s plans for building a Communist economy changed after the Civil War and the Kronstadt Rebellion; War Communism was abandoned for the NEP, which introduced the profit motive in some industry and agriculture</li> <li>• The aims of Soviet economic policy changed after Lenin’s death. Stalin attempted to introduce Communism in the policies of collectivisation and the Five Year Plans in 1928.</li> </ul> <p>The arguments and evidence that the aims of Soviet economic policy did not change in the years 1917-28 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The aim to achieve an economic system based on the principle of Communism was consistent throughout the period, from War Communism to ‘Socialism in One Country’</li> <li>• Lenin’s priority in economic policy was focused on increasing agricultural production throughout the period</li> <li>• The aim to control the ‘commanding heights of the economy’ remained consistent throughout the period. Lenin nationalised large industries in 1918 and they were controlled by the state for then on</li> <li>• The aim to increase the proportion of the population working in industry and reduce the number of agricultural workers remained consistent throughout the period.</li> </ul> <p>Other relevant material must be credited.</p>
3	<p>Answers will be credited according to their deployment of material in relation to</p>

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 1953-64, Khrushchev reduced state control over the arts and artists in the Soviet Union.

The arguments and evidence that, in the years 1953-64, Khrushchev reduced state control over the arts and artists in the Soviet Union should be analysed and evaluated. Relevant points may include:

- Khrushchev believed that Communism should liberate artists and, in the years 1953-54, 1956-57 and 1961-62, he permitted the publication of novels that criticised various aspects of Stalin's regime
- Soviet citizens were able to get access to foreign literature and films (as long as they were deemed 'safe' by Soviet censors) and people could listen to some foreign radio stations
- In 1957 Khrushchev relaxed controls over music education and allowed classical music from Western Europe and American jazz on the curriculum, as well as allowing young people to dance to African drumming
- Khrushchev permitted the development of poster art that recognised the inefficiencies in the Soviet factories and on the farms and used a cartoon style more common in the USA in this period.

The arguments and evidence that in the years 1953-64, Khrushchev did not reduce state control over the arts and artists in the Soviet Union should be analysed and evaluated. Relevant points may include:

- Khrushchev did not believe in complete freedom for artists. He believed that society could be destabilised if there was complete freedom
- Cultural restrictions were revived in between the 'thaws', in 1954-55; 1958-60 and 1962-64
- Khrushchev restored controls on literature in 1957 in reaction to Boris Pasternak's *Dr Zhivago*, which criticised Lenin's regime and was deemed unacceptable
- Official government-owned publishing houses would only publish approved books and artists, those whose work did not gain approval could only circulate their work on the black market
- Artists who did not submit to the government were sent to psychiatric institutions, where some were forcibly medicated to 'cure' them.

Other relevant material must be credited.

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 1982-91, attempts to deal with the political stagnation in the Soviet Union were unsuccessful.

The arguments and evidence that, in the years 1982-91, attempts to deal with the political stagnation in the Soviet Union were unsuccessful should be analysed and evaluated. Relevant points may include:

- Andropov believed that the Soviet system was fundamentally stable and that only minor reforms were needed. His death after just one year in office limited what he could achieve with these reforms
- In 1985 Gorbachev had no clear strategy for overcoming political stagnation and his replacement of Brezhnev's senior officials was in part to strengthen his own position through patronage
- Gorbachev's policy of *glasnost* was opposed by party hardliners
- As President of the Soviet Union, Gorbachev acted much like the old Soviet leaders, e.g. using troops to restore order in the non-Russian republics, which suggested he was abandoning reform
- Gorbachev's policy led to the weakening of the Communist system and the disintegration of the Soviet Union in 1991 rather than to a revitalisation of the system.

The arguments and evidence that, in the years 1982-91, attempts to deal with the political stagnation in the Soviet Union were successful should be analysed and evaluated. Relevant points may include:

- Andropov was successful in removing old and corrupt officials and in promoting a younger generation within the Soviet Government including promoting Gorbachev to the Politburo
- Gorbachev's desire to create a genuine democracy was approved by the Nineteenth Party Congress in 1988. Multi-candidate elections meant that there would be a shift of power from the Party to the people
- Success in overcoming political stagnation was evident in the 1989 election. Radical candidates did well, whilst high-ranking Communists were defeated, including five members of the Central Committee
- Gorbachev created the position of President of the Soviet Union to be independent of the Party and the Supreme Soviet. He was appointed to the position in March 1990.

Other relevant material must be credited.