



**Pearson
Edexcel**

Mark Scheme (Results)

Summer 2018

**Pearson Edexcel International Advanced
Level in History (WHI01/1B)**

**Paper 1: Depth Study with
interpretations**

**Option 1B: Russia in Revolution,
1881-1917**

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Summer 2018

Publications Code: WHI01_1A_1806_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 1

Targets: AO1 (10 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.

AO3 (15 marks): Analyse and evaluate, in relation to the historical context, difference ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	0	No rewardable material.
1	1-6	<ul style="list-style-type: none"> • Simple or generalised statements are made about the view presented in the question. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question. • Judgement on the view is assertive, with little supporting evidence.
2	7-12	<ul style="list-style-type: none"> • Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant. • Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question. • A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.
3	13-18	<ul style="list-style-type: none"> • Understanding and some analysis of the issue raised by the question is shown by selecting and explaining some key points of view that are relevant. • Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth • Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.
4	19-25	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim. • Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands. • Valid criteria by which the view can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may only be partly substantiated, the overall judgement is supported.

Question	Indicative content
1	<p>Answers will be credited according to candidates' 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the growth of railways was the main reason for economic development in Russia in the years 1891-1903</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • State capital, raised through tariffs and foreign loans, financed a transport revolution based on railways, e.g. Russian rail network doubled between 1891 and 1903 • The railways opened up trade with Europe, China and the USA, e.g. the export of grain, and this aided economic development • Railways opened up Siberia's mineral wealth for exploitation which then stimulated and benefitted developing Russian industry • Rail links across Russia united the empire allowing people and goods to move which aided economic development. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • It was the impact of Witte's placing of the rouble on the gold standard (1897), which encouraged foreign investment, that led to Russian economic development and modernisation • The growth of cities led to a growth in the professional and managerial middle class and this promoted and aided economic development • Banks and other financial institutions mushroomed, financing iron, steel, cotton, silk and chemical production and this aided economic development • The impact of increasing production from mines in the Ukraine and oil from the oil fields of the Baku furthered economic development. <p>Other relevant material must be credited.</p>

Question	Indicative content
2	<p>Answers will be credited according to candidates' 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the Tsarist political system was significantly changed in the years 1903-14</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The October Manifesto (1905) marked a significant political departure with the creation of a legislative Duma, which effectively diluted the Tsar's powers and continued to function up to 1914 • Political parties became legally recognised organisations (1905) with the right to hold meetings and sit in the Duma, which impacted Tsarist power • Press censorship was relaxed from 1905 ushering in a new, less repressive period when political issues could be discussed openly and the main political parties had their own newspapers • The Duma changed the political process significantly under the Tsarist regime, e.g. the Assembly was not a passive political 'rubber stamp' for Tsarist policies. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Tsarist authority continued to be underpinned by the loyalty of the Orthodox Church, the army and the bureaucracy, and significant peasant support • The Fundamental Laws of 1906 made it clear that, although the Duma had been established, Tsarist autocracy would continue as the politically dominant institution • Nicholas II used his political power to marginalise reform-minded ministers, e.g. Witte (1906), and Stolypin was close to being dismissed when he was assassinated (1911) • The Electoral Law of 1907 demonstrated that the Tsar retained considerable political power since the measure excluded virtually all workers and peasants and it was introduced, unconstitutionally, without the consent of the Duma. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<p>Answers will be credited according to candidates' 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether Russia's entry into the First World War was the key turning point in the process that ended Romanov rule in 1917.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Russia's entry into the war exposed the backwards nature of its economy and military, and this reflected on the inadequacy of Romanov rule • The Tsar's decision to take personal control of the war at the front attracted blame for loss and defeat and fundamentally damaged Romanov rule • Some revolutionary opposition to Romanov rule grew as a consequence of discontent over continued involvement in the war • Over focus on the war effort produced devastating consequences for the economy and this did enormous damage to confidence in Romanov rule. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Russia's entry into the war saw the Tsar's reputation soar and there was support for Romanov rule • Opposition to Romanov rule predated 1914 and was not just based on his decision making during the First World War, and this contributed to the end of Romanov rule • The political misjudgement of the Empress in ministerial appointment and taking advice (e.g. Rasputin) fundamentally damaged Romanov rule and hastened its end • The actual situation in February 1917 in Petrograd proved to be the real undoing of the Romanov rule, as women protested about food shortages and supported striking factory workers • Romanov rule was actually ended by Michael's refusal to take the throne. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' 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 that is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on whether the actions of Trotsky were more significant than the actions of Lenin in the Bolshevik seizure of power in October 1917.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Trotsky strongly backed Lenin's call for a Bolshevik seizure of power in October when other senior Bolsheviks raised objections • Trotsky, tactically, persuaded Lenin to delay the attempted coup until the Second Congress of All-Russian Soviets so that the Bolshevik insurrection could be presented as a popularly-endorsed takeover • Lenin played no part in Trotsky's use of the Military Revolutionary Committee to plan the overthrow of the Provisional Government • Under Trotsky's command, Red Guard detachments, soldiers and sailors seized the main strategic points in Petrograd on the night of 24/25 October, paving the way for the Bolshevik capture of the Winter Palace. <p>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Lenin forced through the April Theses as Bolshevik Party policy which advocated a second revolution • Lenin pressured the Bolshevik Central Committee into staging the October coup • By opposing the new coalition government Lenin showed that the Bolsheviks were the only party staying loyal to the working class and this attracted support for further change • Lenin organised an aggressive propaganda campaign, aimed at Russian troops, to support the Bolsheviks in their seizure of power. <p>Other relevant material must be credited.</p>