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## Mark Scheme (Results)

January 2019

Pearson Edexcel International Advanced Level  
In History (WHI02) Paper 1C

Paper 2: 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 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"><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>

## 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 significance of the policy of liberalisation under Khrushchev.</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"><li>• It suggests that the liberalisation policies had a significant impact ('actual consequences ... were crucial')</li><li>• It suggests liberalisation policies were a force for widespread change ('strong impetus to new processes in politics and economics')</li><li>• It provides evidence that the policy of liberalisation led to important changes in the operation of the police state ('rehabilitation of thousands of people')</li><li>• It indicates that Khrushchev's policy of liberalisation was not popular in some sections of the Party ('he still faced bitter resistance').</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>• Gorbachev had personal knowledge of the content of the secret speech and will have witnessed its impact on the Party</li><li>• Gorbachev has a particular interest in liberalisation policies as shown later in his policy of <i>Glasnost</i></li><li>• Gorbachev's memoirs were published in 1995; the time lapse provided Gorbachev with time to reflect on Khrushchev's liberalisation policies and their significance in the history of the Soviet Union.</li></ul> <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"><li>• Khrushchev's liberalisation policy was part of his policy of 'Reform Communism', which was intended to moderate and humanise the Soviet system</li><li>• Khrushchev's liberalisation policy brought to an end the arbitrary terror system that had operated under Stalin</li><li>• Khrushchev's policy of liberalisation encouraged wider freedom of expression but was not intended to challenge the basis of the system; outspoken critics were harassed and imprisoned.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
1 b	<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 collectivisation in the Russian countryside in the 1930s.</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>• Jones was an eyewitness to the famine in the Russian countryside in 1931 and engaged in conversations with villagers, giving him a keen insight into conditions</li> <li>• Jones was writing for a British newspaper that took a critical view of the Communist regime in Russia</li> <li>• Jones's tone was critical of the impact of collectivisation in the countryside.</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 had reduced food supplies ('There is no bread.')</li> <li>• It suggests that collectivisation was responsible for famine ('Millions are dying in the villages')</li> <li>• It provides evidence that collectivisation had led to the destruction of livestock on the farms ('The cattle have nearly all died.')</li> <li>• It indicates that the situation on the farms would only get worse ('the present state ... is already catastrophic but that in a year's time its condition will have worsened tenfold.').</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 the content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Grain requisitioning led to famine in the countryside in 1932–34; up to seven million deaths have been estimated</li> <li>• The fall in grain production resulted from resistance to collectivisation, inexperience in farming on the part of activists sent to oversee the project and insufficient animals/machinery to plough the land</li> <li>• Internal passports were brought in to stop peasants fleeing the countryside</li> <li>• Between 9.5 and 10 million so-called kulaks were exiled as part of the dekulakisation programme and millions of these died as a result of their treatment.</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 the extent to which the nature of the government of the USSR changed in the years 1917–53.</p> <p>The arguments and evidence that the nature of the government of the USSR changed in the years 1917–53 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Whilst Lenin had tolerated different views at the top of government, this changed under Stalin who saw differences as a threat and removed those who appeared to challenge his authority as leader</li><li>• The rise in prominence of the General Secretary after 1922 emphasised the dominance of the Party over state institutions</li><li>• The principle of Party democracy in governing declined. Stalin changed the system to replace the election of delegates to the Party Congress with using approved lists, which increased his authority in government</li><li>• The role of <i>Sovnarkom</i> was changed during this period. Although it was formed to take charge of government after the revolution, there is little evidence of it continuing into the 1930s.</li></ul> <p>The arguments and evidence that the nature of the government of the USSR did not change in the years 1917–53 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The ideological principles that underpinned the exercise of government, Marxism and the dictatorship of the proletariat, remained constant throughout the period</li><li>• The emphasis on the authority of the leader and his personality emerged under Lenin and was continued under Stalin in the cult of personality</li><li>• The subjugation of state institutions to Party institutions was introduced by Lenin and continued by Stalin</li><li>• The use of a terror system in governing was established by Lenin in the use of the <i>Cheka</i> and continued by Stalin in the use of the NKVD to carry out the Purges.</li></ul> <p>Other relevant material must be credited.</p>

3

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 the extent to which Brezhnev achieved a stable society in the years 1964–82.

The arguments and evidence that Brezhnev achieved a stable society in the years 1964–82 should be analysed and evaluated. Relevant points may include:

- The basis of the stable society was Brezhnev's Social Contract that promised a better standard of living and benefits for all in return for conformity
- Full employment was a key feature of the stable society. It was guaranteed in the 1977 Constitution. Unemployment tended to be seasonal and real wages rose, giving citizens more spending power
- The growth of the provision of healthcare promoted stability. In this period spending grew by four to five per cent a year
- Developments in the education system promoted stability. Children were taught socialist values and achieved qualifications for skilled employment.

The arguments and evidence that Brezhnev did not achieve a stable society in the years 1964–82 should be analysed and evaluated. Relevant points may include:

- Stability was precarious. Full employment policies masked a hidden unemployment of approximately 20 per cent of workers who were paid but were not doing useful jobs. This resulted in stagnation
- Periodic strikes and riots over food shortages demonstrated the volatility in the system, e.g. in Sverdlovsk in 1969 and Gorki in 1980
- The growth of trading on the black market broke the Social Contract and the promotion of stability
- The growth of hooliganism in the 1970s, combined with non-conformity by the young, alarmed older workers, suggesting that Soviet principles had not been wholly embraced by the young.

Other relevant material must be credited.

4

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 how accurate it is to say that, in the years 1964–85, the main reason for the weaknesses of the Soviet economy was the priority given to spending on the military.

The arguments and evidence that, in the years 1964–85, the main reason for the weaknesses of the Soviet economy was the priority given to spending on the military should be analysed and evaluated. Relevant points may include:

- Military spending to achieve and maintain nuclear parity with the USA increased from 11 per cent of GDP in 1964 to 13 per cent in 1970 and to 18 per cent by the 1980s, which was a huge drain on the Soviet economy
- Thirty million people were employed in the military-industrial complex. This represented 20 per cent of the population and had a significant impact on the availability of skilled workers for domestic production
- Vast resources were directed into the arms and defence industry to support Brezhnev's interventions in the developing world, which significantly reduced resources available for consumer and light industries.

The arguments and evidence that, in the years 1964–85, there were other, more important reasons for the weaknesses of the Soviet economy should be analysed and evaluated. Relevant points may include:

- The basis of economic weakness was the command economy, which was inefficient. Innovation was not encouraged and by the 1980s a lack of investment in new technology undermined economic development
- The Kosygin reforms, which were intended to promote economic growth by investment in light industry, were halted in August 1968
- Andropov's reforms were poorly enforced and did little to address problems, such as alcoholism and absenteeism, that had a negative impact on production
- Low growth rates in the economy were accompanied by rising oil prices, which allowed the Soviets to pay for grain imports from the West and ignore the need to improve agricultural inefficiency in the USSR
- Agriculture was dominated by high levels of investment in machinery but inefficient methods of production failed to meet rising demand and made the USSR dependent on imports.

Other relevant material must be credited.