

Examiners' Report
Principal Examiner Feedback

January 2020

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

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January 2020
Publications Code WHI02_1C_2001_ER
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Examiner Report: WHIO2 1C Russia, 1917-91: From Lenin to Yeltsin

Introduction

It was pleasing to see a range of well-informed and well-written responses from candidates on IAS Paper WHI02 1C which covers the Russia, 1917-91: From Lenin to Yeltsin. The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change/ continuity, similarity/difference and significance.

In common with the previous series, candidates found Section A more challenging than Section B although there are signs that candidates' achievements are becoming more balanced on the two sections. Some candidates were still not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. Performance in Section A was also affected by the absence of the detailed knowledge base required to add contextual material to support/challenge points derived from the sources. Most candidates did use their time effectively and, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions both sections. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, most responses had an analytical focus and there were very fewer that were wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was the lack of a sharp focus on the precise terms of the question and/or the second order concept that was targeted. This meant that some candidates wrote at length on topics that were only peripherally related to the question or which did not cover the whole time period.

It remains important to realise that Section A topics are drawn from highlighted topics on the specification whereas Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important. There was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B.

The candidates' performance on individual questions is considered in the next section.

Question 1a)

Most candidates understood the question and were able to comprehend the source and comment on what it revealed about approaches to education in the Soviet Union in the 1920s. There were some strong inferences developed about what was revealed about equality under a Marxist regime and some candidates were able to support their inferences by well-selected knowledge about h Soviet system. In some cases, there was evidence of miscomprehension where the teacher being out of the classroom was seen as absenteeism rather than an approach to education. Surprisingly, no candidates referred to Lunacharsky and progressive teaching as part of their contextual understanding. Some candidates strayed from focus and compared the approach to their own education. Some candidates were able to use the attributes of the source effectively to develop their ideas about the value of the source from an American journalist. Those candidates who

discussed the limitations could not be rewarded for that part of their answer as it is not the focus of part a responses.

	SECTION A
	Answer ALL questions. Write your answers in the spaces provided.
the sale	1.0
	y Source 1 in the Sources Booklet before you answer this question.
(a	Why is Source 1 valuable to the historian for an enquiry into approaches to education in the Soviet Union in the 1920s?
	Explain your answer using the source, the information given about it and your own knowledge of the historical context. (10)
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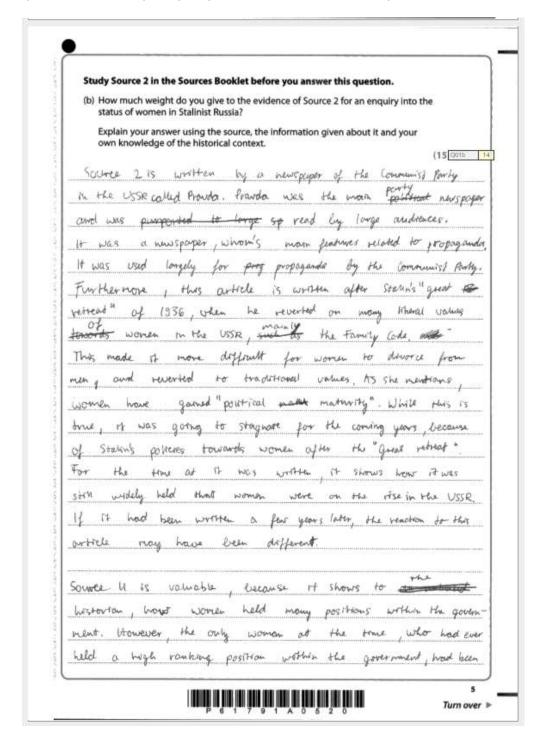
order would seen in (1920s)

This is a very good level 3 response. It draws out number of inferences, e.g. student independence', and uses contextual knowledge to support and develop them. In terms of value, it makes a range of clear and focused comments, particularly on the final page. The comments on limitations are not relevant and not rewarded.

Question 1b)

Candidates understood the source material and were able to select from it to develop some inferences about the status of women in Stalinist Russia. There were some effective answers that weighed up the strengths and limitations of the source and used this as a basis to reach a judgement

about the weight that should be attached to the source for the enquiry. Some candidates made effective comments about the nature of the source as a Soviet newspaper and considered its reliability in the light of its obvious partiality as an instrument of Soviet propaganda. The best responses were able to interrogate the evidence in the light of their contextual knowledge and consider how applicable the examples in the newspaper were to the great mass of Soviet women at that time. However, there were a considerable number that attached free standing knowledge about policy towards women which did not satisfy the criteria in the higher levels of the mark scheme. There were also some candidates who did not use any contextual knowledge to answer the question and consequently they were not rewarded in bullet point 2 of the mark scheme.

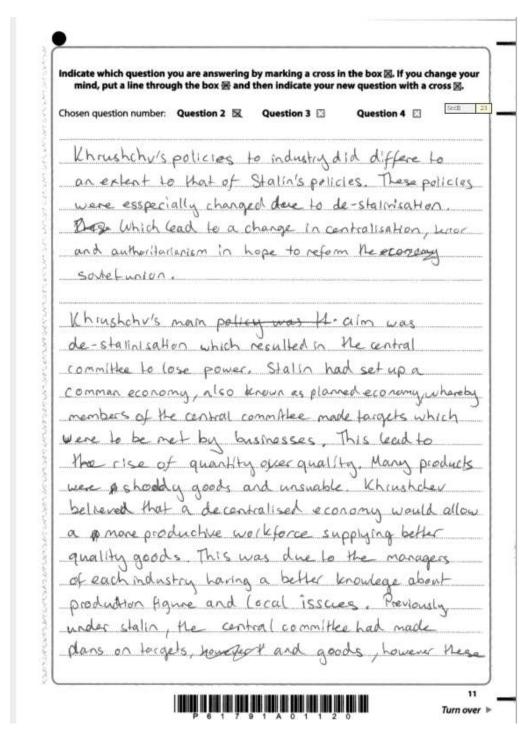


Alexandra kollontal, at the Atte beginning of the USSR the 1920s. Yet, this article highlyghda in the USSR than other countries for the time. The female - emancipation, allowing holds an unknown truth, because statistics always unreliable. Therefore, Source 11 regards, to hastorian. was published in the Pravada newspaper a communist portanewspaper. authencity of the information given, without article holds a lot of value historian, so long as will reveal that some holds value does not. There are most definitely definitely with ions of benefits given to nothers with a lack of evoidence, of how substantial it was. This would troduttonal values, which would benefits.

This is a strong level 4 response. It examines the source and comments on the way that the material in it can be used. Contextual knowledge is used effectively to discuss the limitations of the source and finally the source is weighed by looking at its content, nature and reliability in order to reach a judgement.

Question 2

This was the most popular essay question. Most candidates had knowledge of economic policy under Stalin and Khrushchev, although many did struggle to focus on industry and tended to write at greater length on agriculture. Most candidates were stronger in looking at Stalin and the Five-Year Plans rather than on Khrushchev. Most candidates were able to address the second order concept – similarity and difference- to some degree, although, in weaker responses, the comparison tended to be minimal and the policies were described separately. Candidates who tried to focus on industry and carry out a comparison were able to access level 3, whilst those responses with a sharper focus and good supporting knowledge were able to access level 4.



were often based off have braked scheens.

Under Khrushcheve He central committee lost their some of their influence which was then given to the Sovnarkozy. These work registered left production torgets and price be idemarded decided by regional people who had more knowledge about their industry. This lead to a more productive rise. However, this was a difficult and not always successful implementation, this was because the central committee was reliated to reduce the power they had gamed from their work in the government.

Another difference in Stalin's policies and Khrushches policies towards industry was the use of terror as incentives the During the Stalin era workers had to be efficient and neet torgets. This was because of the normaliatora system terror. If they were not efficient they were ridicularly by other members of the workforce and sometimes even deported to the away for not following socialist order and not supporting the communist or even betraying the communist revaluation of 1917. If they were deported they were laken away by the theory they were deported they were laken away by the theory they were deported to power he dismantled the away to agreat extent to power he dismantled the away to agreat extent to releasing prisoners who had been accused of amostry to completely

In stead of using the use of terror to make make the soviet population work, Khrushcher set up social welfare, housing, and social benefits workers could then with and exp the industry on consumer goods. This allowed workers to live a higher standard of livings. With the focus on consumer goods in the seven-year plan, Khrushcher took away the massive heavy industry which had existed under Stalin. This meant that they were able to buy things from the money they had easint. With the turn there away from heavy industry more investmen was put into agriculture and consumer goods.

The decrease investment in incomy industry and more investment in agricultural industry means more machinery could be made for agarian uses. This was done through the by the MTC

They provided tractors and tools for the collectives. To make more efficient use of the lands flore The government under Khrushcher also promoted to build science and engeneering intitutions next to industries. This allowed more innovation in industries to make more use of the technical advances especially for agriculture. Expendith Some time industries would make use of these new technologies, however many left them to

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13 Turn over ▶ cust in fear of p falling behind in production measures and targets. However, Khrushchev was not able to move completely away from the heavy industry. This was greatly due to the opposition faced from the concervative porty which was reluctant to impose innovation in Industries ofter than the heavy industry. With the rise of the Cold war the conservative porty was also supported by the military-MIC-which was also supported by the military-MIC-which was reflected wanted to increase the investment in the arms industry.

Khrushcher also attempted to reduce contralisation

Whinshcher had attempted to reduce centralisation of economic torgets by introducing sorrarkozy. It did have an affect but it was greatly held back by party members in the central committee which we had gained their position during the Stalin years in which they rose through the nomenklatura system. Whrushcher did try to reduce the influence of presidium members by introducing a three year maximum topsoworking tenure. This however, reduced his popularity even more. In terms of motivation for the general workforce stalin had introduced terror a exploided by the secret police, Batte NKVD. Whereby the NKVD

would acrest Lagraguer slakers If targets were not met. Khrushcher had reduced the lerror of the NKUD by putting them under the control of the KaB. This halfed masses earbitary arrests or arrests where taggets of industry were not met. Instead he implemented as system of which was to encourage wollers by social stability and increased living standars. Stalin had based his economy on heavy industry, Khrushcher wanted to create a workers portdise and with the # main industry of heavy industry this was pot possible. He created industry which would help the production of agricultural goods and create more consumer goods, Industries which had -esspecially during WWI - been heavy industries had be conjusted for the use of consumer goods. eg biscyles. Khrushchev tried to have a big economic reconstruction from the Hight control Stalm had over the economy but it was slow to change and some though did remain the due to difficulties in changing the opinion of the presiding numbers * of had only changed slightly or had not not Turn over >

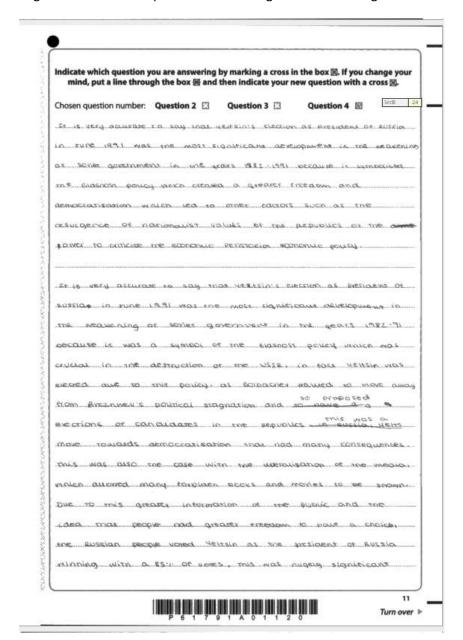
This response achieved a secure level 4. It has focus on the second order concept and the key issues and is supported by well selected knowledge. It does reach judgements although the conclusion is more of a summary than a judgement.

Question 3

There was only one response to this question which showed some focus on the issue of dissidence with a particular emphasis on religious dissidence and the impact of the measures used to suppress it.

Question 4

There were a number of strong responses to this question that accessed level 4. These responses had secure knowledge of the period and were able to discuss the significance of Yeltsin's election as president of Russia in combination with alternative factors such as Gorbachev's reforms and their failure, the collapse of the Eastern Bloc and its impact on the USSR, weaknesses in the economy and resistance within the Communist Party. Weaker responses tended to focus on economic problems in general and often lapsed into describing the Brezhnev regime.



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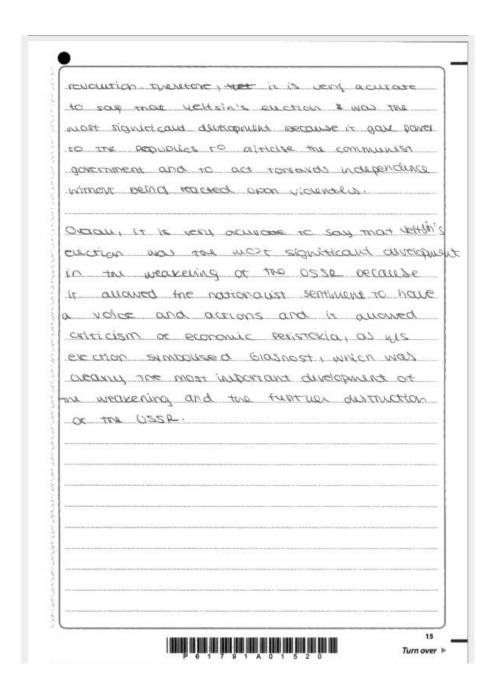


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This is a top level 4 response with excellent analysis. The range is god including Yeltsin (the given factor) and the alternatives of Gorbachev's reforms and their failure, and developments in the satellite states. The criteria developed for judgement are a real strength and there is a sustained argument which leads to a judgement on relative significance.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

Value of Source Question (1(a))

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer
- Avoid writing about the deficiencies of the source when assessing its value to the enquiry.

Weight of Source Question (1(b)/2(b))

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience.
- In assessing weight, it is perfectly permissible to use contextual knowledge to support/challenge statements and claims made in the source
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- Knowledge should be integrated with the source evidence, to discuss the inferences drawn and their validity in the light of the contextual understanding of the period.
- In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source. However, simply stating that a source is limited because it does not cover certain events or developments does not establish weight since no source can be comprehensive.

Section B

Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan your answer before you begin to write your response
- Pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Pay more careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts

•	Pay careful attention to the date range in the question. Plan the answer with a focus on this
	range and avoid lengthy exploration of events outside of the time period set

•	Try to explore links between issues to make the structure flow more logically and the
	arguments more integrated.

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