

Please check the examination details below before entering your candidate information

Candidate surname

Other names

Pearson Edexcel
International
Advanced Level

Centre Number

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Candidate Number

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Monday 20 January 2020

Morning (Time: 2 hours)

Paper Reference **WHI02/1C**

History

International Advanced Subsidiary

Paper 2: Breadth Study with Source Evaluation

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

You must have:

Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **ALL** questions in Section A and **ONE** question in Section B.
- Answer the questions in the spaces provided
– *there may be more space than you need.*

Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets
– *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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Study Source 2 in the Sources Booklet before you answer this question.

(b) How much weight do you give to the evidence of Source 2 for an enquiry into the status of women in Stalinist Russia?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(15)

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(Total for Question 1 = 25 marks)

TOTAL FOR SECTION A = 25 MARKS



SECTION B

Answer ONE question in Section B.

You must start your answer to your chosen question on the next page.

EITHER

- 2 To what extent did Stalin's policies towards industry differ from Khrushchev's policies towards industry?

(Total for Question 2 = 25 marks)

OR

- 3 How accurate is it to say that Andropov was successful in suppressing dissidents in the Soviet Union in the years 1965–82?

(Total for Question 3 = 25 marks)

OR

- 4 How accurate is it to say that Yeltsin's election as president of Russia in June 1991 was the most significant development in the weakening of Soviet government in the years 1982–91?

(Total for Question 4 = 25 marks)

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Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

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

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TOTAL FOR SECTION B = 25 MARKS
TOTAL FOR PAPER = 50 MARKS



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Paper 2: Breadth Study with Source Evaluation

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Sources Booklet

Do not return this booklet with the question paper.

Turn over ►

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Sources for use with Section A.

Source 1: From William Henry Chamberlin, *The Revolution in Education and Culture*, published 1930. Chamberlin was an American journalist working in Moscow. He passed information on to US Intelligence. Here he is commenting on Soviet education in the 1920s.

Students in the higher grades receive tasks in each subject. They are then left free to carry out these tasks as they see fit. When I visited a school where this system was in operation, I found the pupils at work in various classrooms, studying and writing out their tasks. Sometimes the teacher was in the room, sometimes not, but the students were left almost entirely to their own resources. The teacher gives help only when asked. If the students preferred talk or games to study, the teacher usually overlooked it. Every student was free to choose whatever work they would do on any particular day. 5

This absence of teacher control is a very noticeable characteristic of the Soviet school. The maintenance of discipline is in the hands of organisations elected by the students themselves. While one seldom witnesses actual disorder in the classroom, one is also unlikely to find the strict order that is usually seen in the schools of other countries. 10

Source 2: From an article in *Pravda* newspaper, published 9 March 1939. *Pravda* was the official newspaper of the Communist Party. This report is commenting on a speech made on International Communist Women's Day to a large audience, which included the leaders of the Moscow party and soviet organisations, trade unions and famous women and heroes of the Soviet Union.

The secretary of the All-Union Central Council of Trade Unions, Comrade Nikolaeva, talked about the rise of the Soviet woman, about the heroic and energetic path taken by women of our country, and about the concern for women shown by the Soviet government.

Comrade Nikolaeva referred to clear evidence that the Soviet woman had secured an honoured place in all areas of the political and public life of our country. The deputies to the Supreme Soviet of the USSR include 189 women, and the deputies to the Soviets of the Union republics include 848 women. What a clear example of the growth of the political involvement and the political maturity of the Soviet woman! 5 10

Comrade Nikolaeva spoke about the heroism of the Soviet woman and the unforgettable flight, made by three female pilots, non-stop from Moscow to Japan in 1938. The heroines were present and the crowd greeted them with warm applause. Comrade Nikolaeva described how Soviet women had mastered technology and had become powerful economic leaders. She gave the example of Zinaida Troitskaia, who became an engineer, and now is the director of the Moscow regional railway. 15

Speakers also talked about the tremendous assistance that had been provided to the women in our country by the Soviet government, about the many millions of benefits given to mothers with many children, and about the steady growth in the number of nurseries and kindergartens. 20

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