



Mark Scheme (Results)

Summer 2021

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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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: A01 (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.

A03 (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 main reason for economic development in Russia, in the years 1891-1903, was the policies of Sergei Witte.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Witte's economic policies resulted in the accumulation of state capital, through tariffs and foreign loans, which allowed him to finance a transport revolution, e.g. the growth of railways • Witte's policy of direct state intervention significantly increased industrial production, e.g. coal and iron ore production trebled • Witte placed the rouble on the gold standard as a confidence-building measure, which led to foreign investment in Russian industry • Witte's policies significantly increased Russia's industrial base, e.g. 40 per cent of all industry in 1900 had been founded since 1891. <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"> • The growth of cities led to a growth in the professional and managerial middle class and this promoted and changed economic development • Economic development was based on British capital investment, which benefitted banks and financial institutions as well as industrial production • Economic development was aided by France's desire to further develop Russia's economy as a consequence of military alliance • 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 most important consequence of the 1905 Revolution was the power given to the Duma.</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 power of the Duma meant the Tsar had to accept the participation of all classes that had previously been unable to vote • The Duma had the power and right to oversee the introduction of any law • As a consequence of the power given to the Duma, the Tsar appeared to accept the idea of Cabinet government and this appeared to modify the principle of autocracy. <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"> • The 1905 Revolution damaged the prestige of the 'royal family', e.g. the events of 'Bloody Sunday' • The 1905 Revolution led to the October Manifesto, which saw the introduction of fundamental civil freedoms, e.g. speech, assembly and association • The 1905 Revolution led to further peasant revolts, which led to a series of reforms, e.g. abolition of redemption payments. • The impact of the 1905 Revolution led to a period of repression that was instigated by Stolypin. • The power of the Duma was significantly weakened by the Fundamental Laws 1906, which effectively defended the principle of autocracy, e.g. the sovereign emperor ratifies laws. <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, in the years 1914-16, the main impact of the First World War on Russia was political.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Failure on the war front led to the Tsar taking personal military control, this proved to be politically disastrous as with every defeat and set back his leadership came under question • The war led to the formation of the 'Progressive Bloc' within the Duma, that agreed a programme that was supported by the War Industries Committee, however the Tsar suspended the Duma • The Tsar's decision to leave the Empress in political charge, proved disastrous, as she relied heavily on Rasputin, both were not trusted, and Rasputin was murdered in December 1916 • Failure in war, and political chaos at home, gave revolutionary groups an opportunity to encourage peasants and workers to protest for change and fuelled their anti-Romanov propaganda. <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"> • The First World War led to inflation, rising prices destroyed the buying power of wages, and the Tsar's government resorted to printing more money, which further added to inflation • The First World War led to food shortages. Despite good harvests, there was little incentive for peasants to sell their produce, so they hoarded grain and fed it to their animals • The First World War led to the army commandeering large numbers of goods trains and this further affected the transportation of goods, which meant that food shortages in cities became even greater • The First World War led to fuel shortages as these supplies were used in the production of war essentials, major cities had shortages of coal and other fuels, which led to the closing of bakeries. <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 Bolshevik seizure of power in October 1917 was mainly due to Lenin's actions.</p> <p>The evidence supporting 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>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • The weakness and unpopularity of the Provisional Government, e.g. continuing to support the war, not dealing with the land issue, led to growing support for a Bolshevik take-over of power. <p>Other relevant material must be credited.</p> |