

Mark scheme

International Advanced
Level in History (WHI02/1C)

Paper 2: Breadth study with
source evaluation

Option 2: 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 last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

How to award marks

Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

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">• 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.• Some relevant contextual knowledge is included but presented as information rather than applied to the source material.• Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.
2	4–6	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.• Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail.• 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.
3	7–10	<ul style="list-style-type: none">• 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.• Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.• 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.

Section A: Question 1(b)

Target: A02 (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">• 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.• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.• Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question.• Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail.• 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.
3	8–11	<ul style="list-style-type: none">• 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.• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.• 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.
4	12–15	<ul style="list-style-type: none">• 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.• 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.• 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.

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">• Simple or generalised statements are made about the topic.• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.• The overall judgement is missing or asserted.• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	7–12	<ul style="list-style-type: none">• 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.• 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.• An overall judgement is given but with limited support and the criteria for judgement are left implicit.• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	13–18	<ul style="list-style-type: none">• 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.• 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.• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.
4	19–25	<ul style="list-style-type: none">• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.• 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.• 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.

Section A: Indicative content

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

1a	<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 reasons for the increased centralisation of power in the Soviet State by 1924.</p> <ol style="list-style-type: none">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:<ul style="list-style-type: none">• Provides evidence of the authors' belief that centralisation is necessary to ensure the equality of the different nationalities ('to establish the basis of a comradesly collaboration of peoples')• Claims that only centralisation can achieve economic reconstruction ('Alone, the Soviet Republics are unable to deal with the devastation and destruction of the forces of production')• Indicates that the soviet system naturally encourages centralisation ('very structure of Soviet power pushes the workers of the Soviet Republics to unite in one socialist family')• Implies that centralisation will be beneficial to all and lead to freedoms ('one federated state capable of guaranteeing ... economic prosperity internally, and the free national development of peoples ').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:<ul style="list-style-type: none">• The Soviet Constitution was approved by the Congress of People's Deputies which implies majority support for the terms• The views provided are the official views of the Communist Party• The purpose of this introduction to the Constitution appears to be to inform the people of the benefits of centralisation.
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3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:

- Ideologically Lenin believed in the dictatorship of the proletariat
- The events of the civil war and the devastation that resulted had encouraged Lenin to pursue centralising power in the hands of the communist party
- The outlying areas of the old Russian empire, with their varied populations, had not embraced the revolution and communism could not be achieved without tightening the control from Moscow
- The 1924 Constitution established the Union of the Soviet Socialist Republics and gave representation to party members from each of the Republics, but Russia dominated.

Other relevant material must be credited.

1b

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. Other relevant material not suggested below must also be credited.

Candidates are required to analyse and evaluate the source in relation to an enquiry into the reasons why Boris Yeltsin was elected as President of Russia in June 1991.

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:
 - Yeltsin is giving a personal account of his own experiences in the presidential election campaign and was thus in a good position to know about the event
 - Yeltsin admits that he finds it difficult to speak objectively about the event; his criticisms of both Gorbachev's candidates and the opponents of *perestroika* indicate that his account is not objective
 - Yeltsin's memoir was published while he was in office and constrained by his political position
 - The purpose of this memoir appears to be to give a positive account of Yeltsin's role for a wide audience.

2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:
 - Provides evidence that Yeltsin's election was the result of popular support for his arguments for an independent Russia ('Everyone was waiting impatiently for this country to appear')
 - Suggests that the other candidates were unacceptable to the electorate ('three horrible ... figures who fiercely opposed the democratic idea entirely. They were against *perestroika*')
 - Indicates that support was positive ('I represented Russia') and that Yeltsin offered something new and attractive

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 content. Relevant points may include:
 - Yeltsin represented radical Russians who stood for constitutional reform and a market economy and opposed Gorbachev's power as president and general secretary
 - Yeltsin's resignation from the party and Congress in 1990 won support from Russians who wanted independence from the USSR
 - Yeltsin called for cooperation with Gorbachev in the election campaign on the grounds that both of them wanted reform and opposed reactionary candidates.

	Other relevant material must be credited.
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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 whether Stalin's policies towards industry and agriculture changed the Soviet economy from a capitalist to a communist system in the years 1929-41.</p> <p>The arguments and evidence that Stalin's policies towards industry and agriculture changed the Soviet economy to a communist system in the years 1929-41 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In 1929 the majority of farms were small peasant plots with no machinery; by 1941 93% of farms had been incorporated into collectives under the control of the state• In 1929, under the NEP 'kulaks' were able to make a profit selling surplus grain on the open market; by 1941 the kulaks had been destroyed as a class• In 1929, small business were in private hands as a result of the NEP and Nepmen profited from trade; by 1941 the Five Year Plans had brought industry under state control and small businesses forced to join state cooperatives• Industrial expansion under the Five Year Plans from 1929-41 led to the development of huge industries under soviet control with production targets set by the state. <p>The arguments and evidence that Stalin's policies towards industry and agriculture did not change the Soviet economy to a communist system in the years 1929-41 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The introduction of wage differentials and bonuses to incentivise workers indicated that the 'profit-motive' of capitalism persisted• Use of terror measures and force to encourage workers to meet targets suggests their hearts and minds had not been won over to communism• The majority of collective farms were established on the <i>kolkhoz</i> model which allowed peasants to keep their own plot of land of up to one acre• There were already communist features existing in the economy, e.g. the nationalised banks and state control of foreign trade. <p>Other relevant material must be credited.</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.

Candidates are expected to reach a judgement about whether the status of women improved in the years 1917-53.

The arguments and evidence that the status of women improved in the years 1917-53 should be analysed and evaluated. Relevant points may include:

- Increasing employment opportunities for urban women in the factories during the civil war emphasised their new status as equal workers with men
- During the Five Year Plans urban women came to dominate the workforce in textiles, and found employment in the construction and engineering industries
- Women dominated in many rural areas on the collective farms as a result of the migration of men to the towns in search of factory work
- Improved educational opportunities for urban women; 20% of higher education places were reserved for women which provided a route for improving their employment and status
- Women from both town and countryside fought in the armed forces during the Second World War and 89 received the Soviet Union's highest military award.

The arguments and evidence that the status of women did not improve in the years 1917-53 should be analysed and evaluated. Relevant points may include:

- The jobs taken by women in factories during the civil war tended to be low skilled and temporary, and famine pushed many urban women into prostitution
- Attitudes to women in rural areas were conservative and slow to change. Wages were lower than men's; in the Second World War, shortages of livestock led to women shackling themselves to the ploughs to till the soil
- Political roles for women in both town and countryside remained restricted; only 7 women were members of the Central Committee before the Second World War
- Women in both town and country still bore the responsibility for looking after the home and children which limited their opportunities.

Other relevant material must be credited.

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 whether attacks on the religious beliefs and practices of Soviet citizens in the years 1929-79 resulted in the destruction of organised religion in the Soviet Union.

The arguments and evidence that attacks on the religious beliefs and practices in the years 1929-64 resulted in the destruction of organised religion in the Soviet Union should be analysed and evaluated. Relevant points may include:

- The 1929 law made it illegal to hold religious ceremonies outside church buildings and congregations had to be licensed
- During collectivisation churches were closed and priests accused of being capitalist agents or in league with kulaks. Many priests were arrested and murdered
- Muslims were forbidden to practise Islamic law; fasting during Ramadan and pilgrimages to Mecca were forbidden
- Thousands of Russian Orthodox churches were closed under Khrushchev, monasteries and convents were reduced in number and all training seminaries closed
- The 1929 League of Militant Godless launched a propaganda campaign against religion to disprove the existence of God. Atheism was studied in schools.

The arguments and evidence that attacks on the religious beliefs and practices in the years 1929-64 did not result in the destruction of organised religion in the Soviet Union should be analysed and evaluated. Relevant points may include:

- Church support for the war effort in 1941 led to a more liberal approach by Stalin and some new churches were opened and new seminaries set up to train priests
- Under Khrushchev, women organised campaigns to protect their religious freedoms, and some removed their children from school to counter the anti-religious teaching in schools
- Muslims retained their Islamic customs in private and an underground network of support developed for Christians.

	Other relevant material must be credited.
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