



Mark scheme (Results)

June 2017

Pearson Edexcel International
Advanced Level in History (WHI01)

Paper 1: Depth Study with
Interpretations

Option 1B: Russia in Revolution, 1881-
1917

Edexcel, BTEC and LCCI qualifications

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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 1

Targets: AO1 (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.

AO3 (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 about whether Tsarist rule benefited the people of Russia in the years 1881-1903.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Tsarist rule promoted rapid economic growth, e.g. the spread of railways • The Poll Tax was abolished and this brought about improvement in the quality of rural life • The Peasants' Bank was created to help peasants buy land from the landlords • In response to the 1891 famine, the Special Committee on Famine Relief was set up, and state lotteries were created to raise money to buy emergency supplies for peasants. <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 opposition groups indicates that large numbers were not benefiting • Tsarism refused to recognise growing nationalism within the Russian Empire and used control and suppression to deal with it, which led to resentment and unrest • Russian Jews were persecuted in a series of pogroms • Tsarist censorship had prevented newspapers reporting on the famine and as a consequence little was known about it until it was too late. <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 about whether the impact of Russia's defeat in the Russo-Japanese war was the main reason why there was a revolution in Russia in 1905.</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 regime's problems were exacerbated by a disastrous war with Japan, particularly in regard to leadership, communication and supply • The Russian imperial fleet had been humiliated in the straits of Tsushima and this reflected badly on the Tsar and his leadership and the government's popularity • The shock of defeat revealed the utter incompetence and inefficiency of the Tsarist regime • Military disaster convinced many that it was time for reform and change. <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 overreaction in January of the guards at the Winter Palace to a peaceful protest led to the revolution • Peasant dissatisfaction with rural life was already there before 1905 and the war only served to highlight this further • The glaring contrast between the opulence of the ruling classes and the conditions endured by the urban working class was becoming more evident, and this was exploited by revolutionary groups • Criticism of Tsarist rule and leadership was already there before the war and revolutionary groups used this to stir up opinion against the Tsar and demand change. <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 about whether Romanov rule was damaged beyond repair by Russia's involvement in the First World War in the years 1914-17.</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 Russian army was unprepared, mismanaged and ill-equipped, and all this reflected poorly on Romanov rule • The Tsar's decision to take personal control of the war at the front attracted further blame for loss and defeat and fundamentally damaged the essence of Tsarism • Political and revolutionary opposition to the Tsar grew stronger and more co-ordinated as a consequence of discontent over involvement in the war • Over focus by the regime on the war effort produced devastating consequences for the economy and this did enormous damage to confidence in Romanov rule. <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"> • Opposition to Tsarist rule predated 1914 • The political misjudgement of the Tsar and Empress in ministerial appointment and taking advice (e.g. Rasputin) fundamentally damaged Romanov rule • The actual situation in February 1917 in Petrograd proved to be the real undoing of the Tsar, as women protested about food shortages and supported striking factory workers • Romanov rule was actually ended by Michael's refusal to take the throne. <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 about whether the impact of Lenin's presence in Russia from April 1917 was the main reason why the Bolsheviks were able to seize power in October 1917.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • On Lenin's return in April, he gave a charismatic speech criticising the Provisional Government and proposed a radical alternative • Lenin was an idealist and his conviction drove revolutionary activity • His slogans of 'Bread, Peace and Land' and 'All power to the Soviets' gained the Bolsheviks support • Lenin actively planned the revolution based on the idea of a small dedicated group who would overthrow the government. <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 Provisional Government had very little real power and little practical experience of government, therefore they were easy to overthrow • The policies of the Provisional Government, e.g. continuation of the war, made the ideas of the Bolsheviks even more attractive • It was Trotsky's ability to organise and plan that was crucial to the Bolshevik overthrow • As a consequence of the Kornilov revolt, the Bolsheviks were armed by the Provisional Government and, had this not happened, the Bolsheviks may not have been able to overthrow the Provisional Government. <p>Other relevant material must be credited.</p> |