



Mark scheme

Summer 2019 (Results)

Pearson Edexcel
International Advanced Level
In History (WHI02)
Paper 2: Breadth Study with Source Evaluation

Option 1C: 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 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 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

Question	Indicative content
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 impact of the breakdown of traditional controls in the years 1985–91.</p> <p>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:</p> <ul style="list-style-type: none">• It provides evidence that Gorbachev's reforms led to the revival of art rejected by previous Soviet governments ('displayed several paintings that had been hidden away for decades')• It implies that artists will now have more freedom to work ('... 'new thinking' has finally reached the nation's fine arts', 'after Socialist Realism ...decreed the basis of')• It suggests that the reforms are popular and have a positive impact on art ('attracted much attention at home', 'exhibitions ... bringing other unknown works back to the public'). <p>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:</p> <ul style="list-style-type: none">• The article is published in a western newspaper that can take an impartial view of the impact of Gorbachev's policies• The article carries the authority of art experts who were consulted on the impact of the reforms• The article represents an outsider's view of the impact of Gorbachev's reforms on art and artists. <p>3. Knowledge of the historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:</p> <ul style="list-style-type: none">• Gorbachev's policy of <i>glasnost</i> liberated Soviet artists from the restrictions placed on art since the 1930s• The lifting of restrictions led to a huge outpouring of art that took a critical stance on the regime and parodied Social Realism• The lifting of restrictions led to the opening up of a branch of Sotheby's in Moscow and the sale by auction of new Soviet art to westerners who could pay in foreign currency. <p>Other relevant material must be credited.</p>

Question	Indicative content
<p>1b</p>	<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 and evaluate the source in relation to an enquiry into the significance of Boris Yeltsin's election as President of Russia in June 1991.</p> <p>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:</p> <ul style="list-style-type: none"> • The article is published in an influential foreign newspaper that can offer an uncensored view of events in Russia • The tone of the article reflects the editorial stance of a US newspaper which supports events that promote democracy • The article offers an immediate reaction to the election, which took place on 12 June 1991. <p>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences:</p> <ul style="list-style-type: none"> • It suggests Yeltsin's election was significant because he was freely elected ('first popularly-elected leader in Russian history') • It provides evidence of the strength of Yeltsin's victory ('won about 60 per cent of the votes cast, easily achieving the simple majority needed to win') • It indicates that Yeltsin's election is damaging to President Gorbachev ('indirectly a defeat for President Mikhail Gorbachev') • It implies that Yeltsin's election will have an impact on the development of the Soviet Union ('negotiates a new agreement binding Russia and the other 14 republics'). <p>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 the content. Relevant points may include:</p> <ul style="list-style-type: none"> • Yeltsin's election gave him the right to speak on behalf of Russia in the negotiations for the new Union Treaty • Yeltsin's election gave him a status within the government that challenged Gorbachev's position and authority • Yeltsin was regarded as the champion of lower-ranking party officials and his election challenged the position of the old party elite. <p>Other relevant material must be credited.</p>

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 the use of purges was the main reason why Stalin was able to maintain control of the government of the Soviet Union in the years 1928–41.</p> <p>The arguments and evidence that the use of purges was the main reason why Stalin was able to maintain control of the government of the Soviet Union in the years 1928–41 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In 1932 Stalin used the Ryutin trial to remove not only Ryutin and his supporters but also nearly one million members who were forced to hand in their membership cards• The murder of Kirov was used to initiate a purge of the party and remove any potential opposition and charges were left so vague that they could not be answered and no one could feel safe• The scale and intensity of the persecution in the Great Purge meant that the majority of the victims confessed their 'guilt' and justified Stalin's use of terror by begging the forgiveness of the party• The Great Terror established the principle that Stalin had a right to use terror against anyone who was disloyal. In his trial, Bukharin accepted the principle that the party and Stalin were infallible. <p>The arguments and evidence that there were other more important reasons why Stalin was able to maintain control of the government of the Soviet Union in the years 1928–41 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Stalin's control over the party was facilitated by the expansion of membership under the Lenin enrolment. Many new members owed their position directly to Stalin and were absolutely loyal• Stalin controlled the party bureaucracy and had a tight grip on the key personnel and its functions in government• Stalin reduced the role of the Politburo. Its meetings declined to nine a year in the mid-1930s. Stalin focused control on sub-groups whose meetings he attended and intimidated• Stalin exercised control over the media and defined the content of reports and the official message of the government. <p>Other relevant material must be credited.</p>

Question	Indicative content
3	<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 how successful Khrushchev's policies were in the development of industry in the Soviet Union in the years 1953–64.</p> <p>The arguments and evidence that Khrushchev's policies were successful in the development of industry in the Soviet Union in the years 1953–64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Khrushchev's policies led to an annual growth rate of 7.1 per cent, which far outstripped the US annual growth of 2.9 per cent • The Seven Year Plan of 1959 promoted the production of consumer goods, light industry and chemicals and delivered some significant increases in production, e.g. a threefold increase in synthetic fibres • Economic planning was reorganised; the ministries in Moscow were replaced by 105 regional ministries. This helped facilitate the exploitation of newly discovered mineral reserves • Investment in technological advancement was successful and led to the launching of the Sputnik in 1957 and the multi-manned space mission in 1964, and to the expansion of the nuclear power industry. <p>The arguments and evidence that Khrushchev's policies were not successful in the development of industry in the Soviet Union in the years 1953–64 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The targets for the Seven Year Plan were missed in several key sectors, e.g. coal, steel, machine tools, and in 1963 economic growth fell to its lowest peace time level since 1933 • Achievements were limited by an overly bureaucratic system that stifled innovation, focused on meeting targets by weight rather than quality production and allowed low productivity and waste • Poor communication and supply lines meant that resources were often diverted to the wrong places or ended up stranded at train stations • Consumer goods were often of poor quality. <p>Other relevant material must be credited.</p>

Question	Indicative content
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4

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 the extent to which government policies towards the family in the Soviet Union changed in the years 1953–82.

The arguments and evidence that government policies towards the family in the Soviet Union changed in the years 1953–82 should be analysed and evaluated. Relevant points may include:

- The increasing importance and prevalence of women in the workplace was recognised by the government and grandmothers were encouraged to take a greater role in household duties
- Policies were initiated to change the legal status of women and make family life easier, e.g. increased maternity leave, expansion of crèches and childcare facilities, increased domestic appliances
- Abortion was legalised in 1955 and used as contraception but by the 1980s the falling birth rate prompted the government to introduce higher allowances to encourage large families
- Policies on marriage and divorce changed. Previous freedoms were restricted by Brezhnev's Family Code, which extended notices for marriage and outlawed divorce during pregnancy and for a year after the birth

The arguments and evidence that government policies towards the family in the Soviet Union did not change in the years 1953–82 should be analysed and evaluated. Relevant points may include:

- The family was regarded as a social unit under both Khrushchev and Brezhnev and traditional roles were reinforced
- Crèches opened late and closed early and so continued to prevent many women from taking full-time employment
- Employment opportunities for women in senior positions were restricted under both Khrushchev and Brezhnev and explained as the result of women's natural desires to focus on their families.

Other relevant material must be credited.

