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# Examiners' Report Principal Examiner Feedback

January 2022

Pearson Edexcel International Advanced Level  
In History (WHI01 1B)  
Option 1B: Russia in Revolution, 1881–1917

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## **WHI01 1B: Russia in Revolution, 1818-1917**

The entry for this paper was relatively small in relation to the papers that make up WHI01. Candidates chose two questions from four.

### **Question 1**

This was reasonably well answered. Candidates showed a range of knowledge in relation to the weakness of opposition and balanced it with other factors, such as government organised oppression of opposition, economic advancement and loyalty to Tsar. Those candidates who gave criteria in relation to their judgements scored highly.

### **Question 2**

This question was well answered with many candidates deciding that there was more continuity than change. Those that considered both sides, and gave criteria for their judgement scored highly. There were unbalanced responses, in that one side was immediately dismissed with little development, and the other side was explained and explored.

### **Question 3**

This question was popular with candidates. Many displayed a lot of precise knowledge of the priority that was given to the needs of the army, and then balanced that with other factors that led to revolution. Many saw the war a catalyst for many issues, which led to some interesting judgements, many of which were supported by criteria.

### **Question 4**

There were varied responses to this question. There was a lot of knowledge about what the Provisional Government did and did not do. However, the issue was that it 'was always too weak to survive'. This was not addressed by some candidates. Those that did made judgements around the idea that in some aspects it was strong but ultimately events, poor decision making and lack of power meant it was unable to survive.

Points to consider:

- This is a 'Depth study with Interpretations' which means that knowledge on its own is not enough. Knowledge needs to be applied to the interpretation that is raised by the question and judgements made.
- The time allowed for this examination is sufficient to allow a small amount of planning time for each answer.
- When judgments are made, they need to be supported with criteria – it is not sufficient to state that a factor or consequence/effect/impact is the most 'important' or 'significant' without explaining the basis upon which that judgment has been made.