



Pearson
Edexcel

Mark Scheme (Results)

January 2022

Pearson Edexcel International
Advanced A Level in History (WHI01/1)

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 in the years 1891-1903, weak opposition was the main reason for the survival of Tsarist rule.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Members of opposition groups were a tiny minority of the population, which weakened their overall impact and threat • The Populists were divided over tactics, e.g. education/agitation versus terrorism/assassination • The Social Democrats split into Menshevik and Bolshevik factions in 1903 and were weakened organisationally by the exile of some prominent leaders, e.g. Lenin, Martov • Liberals were basically divided into moderates who hoped for reform under an enlightened Tsar, and radicals who advocated a parliamentary-style regime. <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"> • Government repression, via the Okhrana, the police and the army, ensured the survival of Tsarist rule by breaking up opposition cells and maintaining press censorship • Sustained economic growth in the 1890s, stimulated by Witte's policies, dampened political discontent amongst some groups • The Russian Orthodox Church acted as a powerful supporter of Tsarism and was a powerful instrument of social control by continuing to preach that obedience to the Tsar was God's will • The Tsarist appeal to Russian nationalism resonated with a significant proportion of the population. <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 there was more continuity than change in Tsarist government in the years 1903-14.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Throughout the period, the political authority of Tsarist autocracy continued to underpin government, e.g. the loyalty of the Orthodox Church, the army and the bureaucracy • The Fundamental Laws (1906) made it clear that, although the Duma had been established, Tsarist autocracy would continue as the politically dominant institution in government • Nicholas II continued to marginalise reform-minded ministers, e.g. Witte (1906) and Stolypin (1911) prior to his assassination • The Electoral Law (1907) demonstrated that the Tsar retained considerable power, since it excluded virtually all workers and peasants and it was introduced unconstitutionally, without Duma consent. <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 October Manifesto (1905) marked a major political change with the creation of a legislative Duma, which effectively diluted the Tsar's power • Political parties became legally recognised organisations (1905) with the right to hold meetings and sit in the Duma • Press censorship was relaxed from 1905 ushering in a new, less repressive period when political issues could be discussed openly in the press, with main political parties having their own newspapers • Even though the Duma faced restrictions, it changed the governmental process, e.g. it was not just a passive political 'rubber stamp' for Tsarist policies. <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 the priority given to the needs of the army during the First World War was the main reason why there was a revolution in February 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"> • The priority given to the army and its needs did not lead to military success, e.g. defeats in 1914, 1915 and 1916, were blamed on the tsar and fuelled discontent • The priority given to conscription led to riots and discontent within many cities and the demand for political change grew • The priority given to the army's requisitioning of horses disadvantaged peasants in carrying out their farming activities and led to discontent • The priority given to army in relation to food supplies created a 'food crisis' and issues with transport, which led to rural and urban discontent. <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 role of the Empress from 1915 damaged the government and people lost faith and wanted change • In February 1917, demonstrations broke out in Petrograd, which led to a general strike that led to revolution • Soviets sprang up in many towns and organised protests urging people to join the revolution and overthrow the Tsar • The Tsar's rejection of the Duma's concern about protest and the possible action that should be taken led to the Duma effectively assuming power and establishing a liberal government under Prince Lvov. <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 Provisional government was always too weak to survive.</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 problems with dual power undermined the effectiveness of the Provisional government • The Provisional government had not been elected and its decision to delay elections to the Constituent Assembly led to challenges to its authority • The Provisional government inherited an impossibly difficult set of circumstances, e.g. Russia's involvement in the First World War • The Provisional government was faced with a bitterly divided society with no consensus on how to move forward. <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 was strong enough until events and mistakes undermined it, e.g. Kerensky and the Kornilov plot • The Provisional government was strong enough to immediately grant freedoms of assembly, press and speech. Legal restrictions of religion, class, race and gender were removed • The Provisional government's failure to address the land question disappointed the peasants and allowed the Lenin and the Bolsheviks to exploit it and gain support • The Provisional government was strong enough in July 1917 to ban Bolshevik newspapers, arrest and imprison Bolshevik leaders and discredit them as traitors and spies. <p>Other relevant material must be credited.</p>

