



Mark Scheme (Results)

Summer 2022

Pearson Edexcel International
Advanced A Level in History (WHI02/1C)

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 |
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| 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 establishment of government under Lenin in 1917.</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 the government established in 1917 was of a temporary nature ('govern the country until the Constituent Assembly is established.')• It indicates that the government would involve a wide selection of people from the lower strata of society ('mass organisations of men and women workers, sailors, soldiers, peasants and office employees')• It suggests that Lenin would hold considerable power in the new government ('the Chairman of the Council of People's Commissars is Vladimir Lenin.'). <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 decree was passed by the Second Congress of Soviets and carries its authority in establishing a government in Russia• The decree provided an immediate solution to the issue of how Russia would be governed in the wake of the October Revolution• The content and tone of the decree clearly demonstrate the centrality of Bolshevik ideology in establishing the government. <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">• The Bolshevik Party seized power in October 1917 and intended to put into practice its aim of establishing a socialist system with government by the proletariat• The Bolshevik Party was to act as a dictatorship of the proletariat on behalf of the workers until communism was established• The temporary government was replaced by a Constituent Assembly that was democratically elected in January 1918. Lenin dissolved it after one meeting. <p>Other relevant material must be credited.</p> |

| Question | Indicative content |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1b | <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 impact of Gorbachev's policy to allow greater freedoms in the arts.</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"> • Ilya Glazunov was an artist, teacher and founder of the Russian Academy of Painting, Sculpture and Architecture in Moscow. As an authority on the arts, he was well-qualified to comment on Gorbachev's reforms • Glazunov had a long career in the arts, and having worked under both Brezhnev and Gorbachev, he had personal experience of the impact of Gorbachev's reforms • The article was published in <i>Pravda</i>, the mouthpiece of the Communist Party, and reflects the resistance inside the Communist Party to Gorbachev's reforms • The author held anti-democratic views and the content and tone of the source suggests he opposed Gorbachev's reforms. <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 that the reduction in controls had led to challenges to the Soviet system ('<i>perestroika</i> gives a permit to rejoice in democracy') • It suggests that there was opposition to the reduction of controls ('It is not a freedom 'from' the Soviet system but a support 'for' the Soviet system') • It provides evidence that there has been a revival of the 1920s experimentation in art ('worrying trend to return to the 1920s', 'revival of the avant-garde movement') • It implies that there needed to be more control of art ('key necessity is to preserve tradition'). <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"> • Gorbachev's relaxation of controls allowed greater freedoms for the media to report stories and express opinions • The relaxation of control led to a rise in the production and exhibition of non-conformist art, e.g. avant-garde • In the early 1920s, avant-garde art reflected the revolutionary nature of the new regime. It was criticised by conservatives and replaced by Social Realism which dominated Soviet art until the late 1980s • Conservatives and some Party members were fierce critics of Gorbachev's relaxation of controls. They believed it would lead to social instability and attacks on the political system. <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, in the years 1918-41, the attempts to reduce illiteracy in the Soviet Union had only limited success.</p> <p>The arguments and evidence that, in the years 1918-41, the attempts to reduce illiteracy in the Soviet Union had only limited success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• In spite of the passing of the Decree on Illiteracy in 1919, the impact of the Civil War led to a decline in literacy in the years 1919-21 as a result of a lack of support from teachers and shortages of resources• The drive to eradicate illiteracy was beset by delays, not only the Civil War but also by the closure of schemes to save money during the NEP. The target of achieving all adult literacy by 1927 was pushed back to 1933• The illiteracy liquidation campaign was ended in 1927 after rates had seen only a limited improvement from 38 per cent in 1918 to 55 per cent. After its closure, rates of illiteracy began to increase again• While literacy rates improved for men, rates were lower for women and the rural population. <p>The arguments and evidence that, in the years 1918-41, the attempts to reduce illiteracy in the Soviet Union had considerable success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The Bolsheviks and the Red Army were successful in improving literacy, e.g. soldiers had to attend literacy classes and remedial schools for workers in factories were attended by millions• The Zhenotdel ran literacy classes for women and targeted areas in Central Asia where there were very high levels of illiteracy among Muslim women• There was a considerable improvement under Stalin's Five-Year Plans. During the First Five-Year Plan, 90 per cent of adults attended a literacy course and by the end of it, 68 per cent of people were literate• There was a considerable improvement in the percentages of those who could read and write over the period with literacy improving from 38 per cent in 1918 to 94 per cent (urban) and 86 per cent (rural) by 1941. <p>Other relevant material must be credited.</p> |

| Question | Indicative content |
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| 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 whether, in the years 1928-53, Beria played the most significant role in suppressing opposition to Stalin.</p> <p>The arguments and evidence that, in the years 1928-53, Beria played the most significant role in suppressing opposition to Stalin should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Beria played a key role in suppressing opposition, first as head of the Georgian Cheka (1922-38) and later as the longest serving of Stalin's NKVD chiefs (1938-53). Beria's brutal character generated fear • After the war, Beria was responsible for the treatment of returning Soviet POWs. The NKVD interrogated 1.5 million returnees. The majority of them were sent to Siberia • Beria was widely regarded as being behind the purge of Party officials from Leningrad in 1949 and played a key role in the arrest of Stalin's medical staff in the Doctors' Plot of 1951-53 • By 1953, Beria controlled the NKVD, the network of Soviet spies around the world, the Gulag system and its links to industry. <p>The arguments and evidence that, in the years 1928-53, factors other than Beria played a more significant role in suppressing opposition to Stalin should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Beria's influence was declining in the last years of Stalin's life. Stalin suspected that he was involved in a plot to kill him • Leonid Zakovsky, the OGPU chief, was responsible for managing the terror at the height of collectivisation in 1930. He wrote the handbook that detailed the torture methods that were widely used • Yagoda's appointment as NKVD chief in 1934 was a turning point in the use of terror. He was the key figure in turning the NKVD against the Party. He was responsible for arresting those suspected of links to Trotsky • In the years 1936-39, Yezhov expanded the terror system to attack all aspects of Soviet life. He set quotas for arrest and execution, and introduced a conveyor belt system for torture and interrogation • Terror was expanded by local initiatives where workers and peasants organised their own show trials and handed over those found guilty to the NKVD. <p>Other relevant material must be credited.</p> |

| Question | Indicative content |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | <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 priorities changed for industry in the years 1964-85.</p> <p>The arguments and evidence that the priorities changed for industry in the years 1964-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Kosygin's attempt to reform industry by giving greater powers to managers and measuring success by profit was short-lived. Opposition led to the resumption of industry focusing on output figures • In the 1970s, Brezhnev brought in changes to target setting for industry with a shift away from targets based on output figures, to targets based on costs and profits • The 11th Five Year Plan shifted the emphasis in energy production from coal and oil, which had predominated from 1964-80, towards the development of gas and nuclear energy • Andropov introduced a new focus on labour discipline and anti-corruption. Managers enriching themselves on Soviet resources were investigated and workers were dismissed for drunkenness. Chernenko abandoned this. <p>The arguments and evidence that the priorities for industry did not change in the years 1964-85 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Throughout the period, industrial priorities were determined by conservatives who favoured targets sent by central planners in Gosplan where the emphasis was on output figures • Throughout the period, the military spending was a key priority. In 1970, Brezhnev increased it to 13 per cent of GDP and, under Chernenko in 1984, hardliners secured a 12 percent increase in the defence budget • Brezhnev did not introduce any major industrial reforms. Brezhnev emphasised two key areas - military production and the expansion of consumer goods to improve the standard of living of Soviet citizens • A key priority, throughout the period, was the extraction of oil and mineral reserves discovered in Siberia in 1964. The 10th Five Year Plan placed a high priority on developing the vast reserves of gas and coal. <p>Other relevant material must be credited.</p> |

