



# Mark Scheme (Results)

January 2021

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

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**

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**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.

| <b>Level</b> | <b>Mark</b>  | <b>Descriptor</b>   |
|--------------|--------------|---|
|              | <b>0</b>     | No rewardable material.   |
| <b>1</b>     | <b>1-6</b>   | <ul style="list-style-type: none"><li>• Simple or generalised statements are made about the view presented in the question.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question.</li><li>• Judgement on the view is assertive, with little supporting evidence.</li></ul>  |
| <b>2</b>     | <b>7-12</b>  | <ul style="list-style-type: none"><li>• Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant.</li><li>• Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question.</li><li>• A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.</li></ul>  |
| <b>3</b>     | <b>13-18</b> | <ul style="list-style-type: none"><li>• 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.</li><li>• Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth</li><li>• Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.</li></ul>   |
| <b>4</b>     | <b>19-25</b> | <ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands.</li><li>• 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.</li></ul> |

| 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 the reigns of Alexander III and Nicholas II had a positive impact on 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"> <li>• The 1886 Poll Tax, paid only by peasants, was abolished and assisted in improving the quality of rural life</li> <li>• The Peasants' Bank was created to help peasants buy land from landlords</li> <li>• The development of industry and technology, e.g. the extensive development of the railway network</li> <li>• Peasant representation in the zemstva continued albeit at a reduced level.</li> </ul> <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"> <li>• Alexander III was deeply suspicious of the direction of the reforms of his father and the proposed reforms that might have led to a more representative type of government were quickly abandoned</li> <li>• Newspapers, which had been warned three times about the nature of their content, had to submit their papers to the censor the day before publication</li> <li>• During the reign of the Tsars there was a significant famine and relief was inadequate and too late</li> <li>• There were widespread attacks on Jewish settlements and repression of nationalities within the empire.</li> </ul> <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 Stolypin's policies were widely unpopular in the years 1906-11.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Many peasants were opposed to the idea of leaving the commune (mir) as they liked the security it gave them, so the policy was not popular</li> <li>• Stolypin's aim to bring about religious toleration, especially for Jews, though passed by the Duma, was vetoed by the Tsar and was unpopular with many groups in Russia</li> <li>• A plan to extend the zemstva into non-Russian areas was unpopular with the State Council and they rejected it</li> <li>• A plan to extend participation in local government by setting up a new layer of lower level zemstva was unpopular and rejected, and never implemented.</li> </ul> <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"> <li>• Some of Stolypin's land policies were popular, e.g. State and Crown lands were made available to the Peasants Land bank</li> <li>• Stolypin's land policies were popular with some peasants as they were able to try new agricultural techniques and this led to better use of agricultural land and increased production</li> <li>• Educational reform was popular as it led to a doubling of primary schools</li> <li>• Expenditure on areas such as health, poor relief and agricultural advice and support were popular, as in real terms it doubled.</li> </ul> <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 impact of strikes in Petrograd was the main reason why there was a revolution in February 1917 in Russia.</p> <p>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• During February 1917 Petrograd became a focus for discontent and, because of its strategic political and economic importance, this had consequences across Russia</li> <li>• On 18 February 1917, a strike began at the Putilov Works and this triggered Soviets to encourage strikes in many other towns, urging people to join the revolution</li> <li>• On 23 February 1917, demonstrations broke out in Petrograd with women protesting about food shortages and this was followed by a general strike that led to revolution</li> <li>• Some troops, sent to stop the disturbances, mutinied and joined the protestors creating a sense that Tsarist rule was over and revolution was taking place.</li> </ul> <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"> <li>• The poor performance in the war and its association with the Tsar, e.g. defeats in 1914, 1915 and 1916 accounted for 7 million dead and injured and these were blamed on the Tsar and people wanted change</li> <li>• The role of the Empress from 1915 damaged the government and people lost faith and wanted change</li> <li>• The Duma, recalled in November 1916, denounced the inefficiency and corruption of the government and this encouraged others to demand change</li> <li>• 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.</li> </ul> <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 poor decision-making by the Provisional government was the main reason why it was overthrown 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"> <li>• The Provisional government promised the Allies that it would continue to support them and the war, which many Russians disagreed with, and this led to protest and assisted Bolshevik propaganda</li> <li>• The Provisional government's decision to delay elections to the Constituent Assembly and the failure to address the land question led to increased discontent</li> <li>• The 'Kerensky Offensive', which aimed at increasing support for the war resulted in heavy losses, mutiny and internal chaos and damaged the Provisional government</li> <li>• Kerensky made mistakes that resulted in the Kornilov plot and the arming of the Bolsheviks.</li> </ul> <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"> <li>• The problems with dual power undermined the effectiveness of the Provisional government</li> <li>• The Bolsheviks were masters of propaganda and their slogans of 'Bread, Peace and Land' and 'All power to the Soviets', gained the Bolsheviks support</li> <li>• Lenin actively planned the revolution based on the idea of a small dedicated group who would overthrow the government</li> <li>• It was Trotsky's ability to organise and plan that was crucial to the Bolshevik overthrow of the Provisional government.</li> </ul> <p>Other relevant material must be credited.</p> |