Pearson Edexcel

# Mark Scheme (Results)

## January 2024

Pearson Edexcel International Advanced Level in History (WHI01)

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: AO1 (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.

**AO3 (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** | • Simple or generalised statements are made about the view presented in the question.<br>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question.<br>• Judgement on the view is assertive, with little supporting evidence. |
| **2** | **7-12** | • Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant.<br>• Mostly accurate knowledge is included, but it lacks range or depth and only has implicit links to issues relevant to the question.<br>• A judgement on the view is given, but with limited support and the criteria for judgement are left implicit. |
| **3** | **13-18** | • 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.<br>• Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth<br>• 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** | • Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim.<br>• Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands.<br>• 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 | 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.<br><br>Candidates are expected to reach a judgement on whether in the years 1881-1903, the main consequence of Tsarist rule was the oppression of nationalities.<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br><br>• Tsarist rule, in these years, saw a significant emphasis put on Russification, e.g. Baltic Germans, Poles, Finns and Armenians had state interference in their education, religion and culture<br><br>• Tsarist rule, in these years, saw attacks and pogroms on Jewish settlements massively intensify, e.g. 1903 Kishinev<br><br>• Tsarist rule, in these years, saw 1400 different statutes introduced, which regulated the different nationalities, e.g. repression of everything Ukrainian, restrictions on land ownership<br><br>• Tsarist rule, in these years, saw discrimination against non-Russians, which had previously been a hidden feature of public life, become more open and vindictive.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br><br>• Tsarist rule, in these years, saw rapid economic growth, e.g. the spread of railways, urbanisation<br><br>• Tsarist rule, in these years, saw improvements for peasants, e.g. the Peasants' Bank was created to help peasants buy land from landlords, the Poll Tax was abolished<br><br>• Tsarist rule, in these years, saw a reversal of liberal trends that might have led to a more representative type of government, e.g. elected Justices of the Peace were abolished<br><br>• Tsarist rule, in these years, saw the police centralised under the control of the Minister of the Interior and measures were put in place to curtail the activities of revolutionary groups.<br><br>Other relevant material must be credited. |

| Question | Indicative content |
|---|---|
| 2 | 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.<br><br>Candidates are expected to reach a judgement on whether in the years 1906-11, the most significant feature of Stolypin's work was agricultural reform.<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br><br>• Stolypin's land reform allowed peasants to withdraw from their commune (mir) without needing consent, which allowed them greater personal control over their land<br><br>• Stolypin's land reform created a new class of peasant landowners, who by owning property, it was hoped, would lead to them abandoning revolutionary aims<br><br>• Stolypin's Law of November 1906, gave the head of a peasant family the right to convert his communal strips of arable into a fully enclosed farm<br><br>• Stolypin's land reform saw peasants trying new agricultural techniques and this led to better use of agricultural land and increased production.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br><br>• Stolypin's land reform that allowed peasants to leave the commune (mir) was rejected by some, as they liked the security the commune gave them<br><br>• Stolypin's educational reform led to a doubling of primary schools<br><br>• Stolypin's policies on health and poor relief saw expenditure double<br><br>• Stolypin's policies on radical groups saw a vigorous campaign against terrorists and revolutionaries, e.g. so many were arrested and executed that the hangman's noose was nicknamed 'Stolypin's necktie'.<br><br>Other relevant material must be credited. |

| Question | Indicative content |
|---|---|
| 3 | 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.<br><br>Candidates are expected to reach a judgement on whether the main reason why there was a revolution in Russia in February 1917 was because of the impact of International Women's Day (23 February).<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br><br>• Protests by women on International Women's Day, in Petrograd, included middle class women, peasant women, and female students all demanding political change<br><br>• By midday 23 February, there were tens of thousands of women on the *Nevsky Prospekt*, with banners demanding food for children, rations for soldiers, freedom and peace<br><br>• Female textile workers from the Vyborg side of the city came out on strike in protest against shortages of bread, demanding 'Bread' and 'Down with the Tsar'<br><br>• The protests by women triggered over 100,000 workers to come out on strike demanding political change and clash with the police as they tried to cross Liteiny Bridge.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br><br>• 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 demanded change<br><br>• The role of the Empress from 1915 damaged the government and people lost faith and wanted change<br><br>• Troops sent to stop the disturbances (an inferior garrison of 160,000 troops) mutinied and joined the protestors creating a sense that Tsarist rule was over and revolution was taking place<br><br>• The Duma, recalled in November 1916, denounced the inefficiency and corruption of the government and this encouraged others to demand change<br><br>• 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.<br><br>Other relevant material must be credited. |

| Question | Indicative content |
|---|---|
| 4 | 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.<br><br>Candidates are expected to reach a judgement on whether the Bolshevik Decrees on Land, Peace and Workers Control were the main reason why the Bolsheviks were able to hold on to power in 1917.<br><br>The evidence supporting the given view should be analysed and evaluated. Relevant points may include:<br><br>• The Decree on Land allowed the Bolsheviks to hold on to power as it secured the support of the peasantry, e.g. the abolition of land ownership by the landlord class, and land distribution proved popular<br><br>• The Decree on Workers Control allowed the Bolsheviks to hold on to power as it secured and consolidated the support of workers in major cities, e.g. minimum wage, limitation of working hours, elected workers' committees<br><br>• The Decree on Peace allowed the Bolsheviks to hold on to power as it secured the support of many soldiers from the disintegrating Russia front, e.g. Russia's withdrawal from the First World War.<br><br>The evidence countering or modifying the given view should be analysed and evaluated. Relevant points may include:<br><br>• The Bolsheviks used force to hold on to power, e.g. in Moscow fighting broke out and after more than a thousand people had died the city was taken by the Bolsheviks<br><br>• The role of Trotsky in organising a Bolshevik military force, which meant they held on to power<br><br>• The Bolsheviks used terror to hold onto power, e.g. in December 1917 the Bolsheviks set up the Cheka, the All Russian Extraordinary Commission for Combating Counter-Revolution and Sabotage<br><br>• The Bolsheviks allowed elections to the Constituent Assembly to go ahead in November 1917, which indicated a commitment to democracy and proved popular<br><br>• The signing of the Armistice allowed the Bolsheviks to hold on to power, e.g. it secured peace and had it not been agreed the German army would have arrived in Petrograd and removed the Bolsheviks.<br><br>Other relevant material must be credited. |

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