

Mark scheme

International Advanced  
Level in History (WHI01/1B)

Paper 1: Depth Study with  
Interpretations

Option 1B: Russia in Revolution,  
1881–1917

**Edexcel, BTEC and LCCI qualifications**

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualification websites at [www.edexcel.com](http://www.edexcel.com), [www.btec.co.uk](http://www.btec.co.uk) or [www.lcci.org.uk](http://www.lcci.org.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus)

**About Pearson**

Pearson is the world's leading learning company, with 40,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2016

Publication Code WHI01\_1B\_1606\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2016

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper-middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## 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, different ways in which aspects of the past have been interpreted.

Level	Mark	Descriptor
	<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 were repressive 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>• 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>• All police were centralised under the control of the Minister of the Interior</li> <li>• Elected Justices of the Peace were abolished, 'Land Captains' now had total control</li> <li>• The introduction of measures to curtail the activities of revolutionary groups</li> <li>• There were widespread attacks on Jewish settlements and repression of nationalities within the empire.</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>• Introduction of 'Land Captains' could be seen as reforming and a measure of increased local government</li> <li>• The 1886 Poll Tax, paid only by peasants, was abolished</li> <li>• The Peasants' Bank was created to help peasants buy land from landlords</li> <li>• Peasant representation in the <i>zemstva</i> continued albeit at a reduced level.</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 about whether the creation of the Duma was the most important consequence of the 1905 Revolution.</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 creation of the Duma led to an opportunity for the Tsar to build a consensus of support which meant participation of all classes that had previously been unable to vote</li> <li>• The Duma had the right to oversee the introduction of any law</li> <li>• As a consequence of creating the Duma, the Tsar appeared to accept the idea of Cabinet government</li> <li>• The creation of the Duma led to fundamental civil freedoms being granted to the population, e.g. freedom of conscience, speech, assembly and association.</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 1905 Revolution damaged the prestige of the 'royal family'</li> <li>• The 1905 Revolution led to strikes in St. Petersburg, Moscow, and Warsaw</li> <li>• Voting for the new Duma was complex and it effectively limited the number of representatives from across the classes</li> <li>• Peasant revolts led to a series of reforms, e.g. abolition of redemption payments.</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 role of the Empress Alexandra was the main reason why Romanov rule ended in 1917. The evidence supporting the given view should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Empress had become unpopular because of her German origins</li> <li>• The Empress had chosen to live outside the capital in a palace at Tsarskoye Selo and was remote from the public</li> <li>• As the Tsar took charge of the war effort he left the Empress in charge of domestic government and she became the focus of discontent</li> <li>• There was growing scandal at the royal court as rumour surrounded the mysterious figure of Rasputin and the extent to which the Empress was influenced by him in her decision making.</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 Tsar's decision to take personal control of Russia's war effort associated him with war defeats</li> <li>• The harsh winters of 1916-17 made fuel shortages even worse and this led to domestic bakeries closing which led to domestic protest</li> <li>• In February 1917 strikes and protests (that had previously been contained by the authorities) broke out spontaneously involving women, metal workers and returning soldiers</li> <li>• The Grand Duke's rejection of the throne led to Romanov rule ending.</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>The candidates are expected to reach a judgement about whether the decision to continue Russia's involvement in the First World War was the main reason why the Provisional Government 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, and fight for decisive victory, this led to protest and assisted Bolshevik propaganda</li> <li>• Soldiers and workers opposed to the continuation of involvement in the war clashed with supporters of the war</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>• As Russia continued to suffer as a consequence of the war the Bolshevik slogan 'Bread, Peace and Land' gained support and supporters.</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>• Discontent caused by the decision to delay elections to the Constituent Assembly and the failure to address the land question</li> <li>• The Provisional Government failed to limit the activities of workers' committees and this encouraged discontent and protest</li> <li>• Kerensky made mistakes that resulted in the Kornilov plot</li> <li>• The Bolsheviks took advantage of Kerensky's mishandling of the Kornilov plot and planned a coup.</li> </ul> <p>Other relevant material must be credited.</p>