



Pearson  
Edexcel

Examiners' Report  
Principal Examiner Feedback

January 2024

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

Paper 1: Depth Study with Interpretations

Option 1B: Russia in Revolution, 1881-1917

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.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).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2024

Publications Code WHI01\_1B\_2401\_ER

All the material in this publication is copyright

© Pearson Education Ltd 2024

## **Principal Examiner Report**

**Jan 2024**

### **WHI01 1B : Russia in Revolution, 1818-1917**

The entry for this paper saw an increase based on the last series. Candidates chose two questions from four.

#### **Question 1**

This was well answered. Candidates showed a range of knowledge in relation to the oppression of nationalities, and in some cases it was very detailed. There was focus on 'Russification', pogroms, statues affecting nationalities and discrimination. These were then balanced by other consequences ranging from economic development, rural development and repression. Those candidates who gave criteria in relation to their judgements scored highly.

#### **Question 2**

This question was reasonably well answered. Some candidates knew little of the agricultural reforms, other than generalised comments, but were then very knowledgeable on industrial developments and Stolypin's 'necktie'. Those gave a balanced response, with many discussing issues such as, the commune (mir), property owning peasants, the Law of November 1906 and new farming techniques with other features scored in the higher level. Some candidates decided that the impact of some features was greater than others and made this as the basis of their criteria for judgement.

#### **Question 3**

This question was popular with candidates. Many displayed a lot of precise knowledge in relation to the issue raised by the question; the international women's day. However, some candidates saw the question as an opportunity to write everything they knew about the reasons for the February Revolution, with little regard for the issue. There were candidates who gave consideration to the issue and then balanced that with other reasons, both long and short term. Many saw involvement in the First World War as very important. . . Those candidates who gave criteria in relation to their judgements scored highly.

#### **Question 4**

There were varied responses to this question. Some candidates knew little of the Decrees and used the question as an opportunity to describe how the Bolsheviks gained power. The focus of the question was how the Bolsheviks were able to hold on to power, and those candidates who addressed this issue scored well. Many were knowledgeable on the stated decrees, though there was not an expectation that all would be treated equally, and these were balanced with such reasons as Lenin and Trotsky's leadership, the armistice and the use of terror. . Those candidates who gave criteria in relation to their judgements scored highly.

Points to consider:

- This is a 'Depth study with Interpretations' which means that knowledge on its own is not enough. Knowledge needs to be applied to the interpretation that is raised by the question and judgements made.
- The time allowed for this examination is sufficient to allow a small amount of planning time for each answer.
- When judgments are made they need to be supported with criteria – it is not sufficient to state that a factor or consequence/effect/impact is the most 'important' or 'significant' without explaining the basis upon which that judgment has been made.

