



# Mark Scheme (Results)

## Summer 2026

Pearson Edexcel International Advanced Level in History  
WHI02/1C

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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.

**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"><li>• 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.</li><li>• Some relevant contextual knowledge is included but presented as information rather than applied to the source material.</li><li>• Evaluation of the source material is assertive with little substantiation. The concept of value may be addressed, but by making stereotypical judgements.</li></ul>                                                                                                                                                                                                  |
| 2     | 4–6  | <ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material, but mainly to expand or confirm matters of detail.</li><li>• 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.</li></ul>                                                                                                   |
| 3     | 7–10 | <ul style="list-style-type: none"><li>• 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.</li><li>• Sufficient knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• 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.</li></ul> |

### Section A: Question 1(b)

**Target: AO2 (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"><li>• 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.</li><li>• Some relevant contextual knowledge is included, but presented as information rather than applied to the source material.</li><li>• Evaluation of the source material is assertive with little supporting evidence. The concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>                                                                                                                                                                                                                                                                                                                          |
| 2     | 4–7   | <ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material but mainly to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>                                                                                                                                                                                                                                    |
| 3     | 8–11  | <ul style="list-style-type: none"><li>• 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.</li><li>• Detailed knowledge of the historical context is deployed to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>                                                                                                                                          |
| 4     | 12–15 | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul> |

## 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"><li>• Simple or generalised statements are made about the topic.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li><li>• The overall judgement is missing or asserted.</li><li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li></ul>                                                                                                                                                                                                                                                                                                          |
| 2     | 7–12  | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• An overall judgement is given but with limited support and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>                                                                                |
| 3     | 13–18 | <ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li><li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence or precision.</li></ul>                              |
| 4     | 19–25 | <ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li><li>• 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.</li><li>• 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.</li></ul> |

## 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 problems that Gorbachev faced in his attempts to reform the Soviet economy.</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"><li>• It suggests that Gorbachev realised that the scale of the problems had been underestimated ('restructuring has turned out to be more difficult', 'causes of the problems are more deep-rooted than we had thought.')</li><li>• It claims that stagnation in the economy was a significant problem ('difficulties began to build up, and stagnation appeared. This had a serious effect on the economy.')</li><li>• It provides evidence that Soviet economic planning had failed ('Over the past three Five-Year Plans... a decline of more than 50 per cent in the growth rates... Plans have not been fulfilled since the early 1970s.')</li><li>• It indicates that policies to incentivise work had failed ('policy of providing incentives for highly-productive workers has been inconsistent. Large sums of money have been paid out in undeserved bonuses').</li></ul> <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"><li>• As Soviet leader with responsibility for directing policy, Gorbachev was in an excellent position to diagnose the problems facing the Soviet economy</li><li>• The content and tone of the speech are very candid, indicating that Gorbachev was confronting, rather than hiding, the true nature of the economic problems in the Soviet Union</li><li>• The date of the speech came two years after Gorbachev had come to power and enabled him to give an informed assessment of the problems.</li></ul> <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"><li>• Under Brezhnev, the economy had declined. Central control discouraged innovation. Problems of unproductive factories and workers were ignored because departments could point to improved living standards</li><li>• Gorbachev's initial policy of acceleration failed. It did not tackle the problem of obsolete machinery in factories and continued to focus on quantity over quality in production</li><li>• Personnel were a significant obstacle in trying to reform the Soviet economy. A culture of deception, which developed at all levels, meant there was a lack of incentive to introduce and enforce meaningful reform.</li></ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| 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 achievements in education under Lenin.</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"> <li>• Ransome had visited Russia and observed its schools. He had good links with Bolshevik leaders and was well informed on developments in education under Lenin</li> <li>• Ransome's observations were considered valuable by the British government</li> <li>• Ransome was sympathetic to the Bolshevik cause and this may well have coloured his impression of achievements in Soviet education</li> <li>• Ransome admitted that he did not fully understand the nature of Soviet education ('I frankly admit I do not understand') and this could be a limitation to his observations and judgements.</li> </ul> <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"> <li>• It suggests there were significant positive achievements across all aspects of education ('number of students in the universities has increased enormously.', 'children come to school... keep them...coming')</li> <li>• It suggests that a policy to feed children at school would improve achievement ('by making children come to school for their meals... keep them in the habit of coming, ... we can do better.')</li> <li>• It suggests that opportunities for improvements in schools were limited in 1919 ('children only stayed in school for a very short time.').</li> </ul> <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"> <li>• In 1917, the Bolsheviks launched an ambitious programme to extend free education for all children aged 7 to 17 years, and to expand higher education</li> <li>• Factory schools were set up with children being prepared for work, by spending four hours a day in factories and four hours a day in classrooms, so that children could acquire the skills needed to enter the workforce</li> <li>• The plan to achieve free, compulsory education for all children aged 7 to 17 years was not fulfilled. The civil war and NEP disrupted plans with cuts to educational spending and closures of schools.</li> </ul> <p>Other relevant material must be credited.</p> |

## Section B: Indicative content

### Option 1C: Russia, 1917–91: From Lenin to Yeltsin

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 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 Lenin's policies towards industry failed but Stalin's policies towards industry were a success.</p> <p>The arguments and evidence that Lenin's policies towards industry failed but Stalin's policies towards industry were a success should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Lenin's initial policy of state capitalism, nationalising large industries, was very unpopular with workers who wanted to control factories themselves. It was abandoned in favour of wider control under War Communism</li><li>• Under War Communism, Lenin's policy led to workers abandoning the cities and to a decline in industrial production. By 1921, it was only a fifth of the 1913 production. Lenin was forced to abandon War Communism</li><li>• The results of Stalin's first three Five-Year Plans were successful in transforming Russia into a major industrial power with a modern infrastructure that was able to sustain and win the war in 1941–45</li><li>• Stalin's Fourth and Fifth Five-Year Plans, with their focus on industrial reconstruction and development of the defence industry, were successful. Industrial output increased by 80 per cent from 1945–50.</li></ul> <p>The arguments and evidence that Lenin's policies towards industry were a success but Stalin's policies towards industry failed should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Lenin's industrial policy under War Communism was a vital element in ensuring Bolshevik victory in the Civil War. The centralised systems of control ensured that the army was sufficiently supplied with weapons</li><li>• Lenin's NEP was successful in raising industrial production: coal and textile production doubled, and production of electricity exceeded 1913 levels by 1925; small-scale industry flourished in private hands</li><li>• Stalin's Five-Year Plans resulted in low-quality production that wasted resources, and the falsifying of data, which undermined economic management and made effective planning impossible</li><li>• Stalin's policies focused on heavy industry and the development of a military-industrial complex. They neglected light industry, housing and the production of consumer goods, resulting in an unbalanced economy.</li></ul> <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 Khrushchev's policies resulted in little change to the Soviet system of government.</p> <p>The arguments and evidence that Khrushchev's policies resulted in little change to the Soviet system of government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The limitations to change were demonstrated when, in 1957, Khrushchev retreated from de-Stalinisation, authorised the suppression of anti-communists and acknowledged that all communists were Stalinists</li> <li>• The system of punishment for corruption, was maintained under Khrushchev, and the population remained subject to surveillance, meaning that the use of fear remained a method of controlling the population</li> <li>• Khrushchev's management of the Central Committee meant that government was largely unchanged. He packed it with his supporters, just as Stalin had done. This proved essential in surviving the 1957 crisis</li> <li>• The continuation of the system was made evident in 1958 when Khrushchev became prime minister as well as First Secretary of the Party, just as Stalin had been from 1941, thus controlling government and Party.</li> </ul> <p>The arguments and evidence that Khrushchev's policies resulted in some notable change to the Soviet system of government should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Khrushchev changed the system through the process of de-Stalinisation. It led to the resumption of regular meetings of the Presidium and the Central Committee so that government no longer relied on a single person</li> <li>• Khrushchev's policy of expanding the Party membership from 1954-64 changed the Soviet system of government. It was designed to reduce the power of the central party</li> <li>• Khrushchev's policy of restructuring the government in 1954 was a significant change to the system. He reduced the number of central Soviet ministries from 55 to 25</li> <li>• Khrushchev's decentralisation was a notable change to the Soviet system of government. He moved towards decentralising decision-making by transferring powers from the central ministries to regional councils in 1957</li> <li>• The Soviet system of government was changed when Khrushchev introduced fixed terms for senior Communists. The Presidium and 66 per cent of regional Secretaries were replaced between 1957 and 1961.</li> </ul> <p>Other relevant material must be credited.</p> |

| Question | Indicative content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| 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 Stalin and Brezhnev used similar methods to control the people of the Soviet Union</p> <p>The arguments and evidence that Stalin and Brezhnev used similar methods to control the people of the Soviet Union should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Both Stalin and Brezhnev used the secret police to carry out surveillance on the people and to arrest and interrogate those considered to be enemies of the state, and show trials to demonstrate the fate of 'enemies'</li> <li>• Both Stalin and Brezhnev used imprisonment, and the threat of imprisonment to control the people; Stalin used the gulag system to terrorise the population into obedience and Brezhnev used repressive psychiatry where dissidents were held in compulsory psychiatric hospitals</li> <li>• Both Stalin and Brezhnev used personality cults to win the support of the population and control through popularity</li> <li>• Both Stalin and Brezhnev used the state-controlled media to assert control over the people by censoring the material to which the people were exposed</li> <li>• Both Stalin and Brezhnev modified their attacks on religion to ensure control of the people by preventing the growth of opposition. Stalin limited attacks on, and opened, Churches during the War and Brezhnev declared Islam as compatible with socialism to prevent Muslim opposition.</li> </ul> <p>The arguments and evidence that Stalin and Brezhnev used different methods to control the people of the Soviet Union should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Under Stalin, control of the people largely relied on repression through a terror system that encouraged local initiatives to permeate all sectors of society and relied on arrest. However, under Brezhnev, prevention was the preferred method of control, with the KGB issuing official warnings</li> <li>• While both Stalin and Brezhnev employed terror as a key method for controlling the people, the scale was much greater under Stalin, e.g. in 1937–38, there were 681,692 executions, whereas under Brezhnev, it was estimated that 2,500–3,000 death sentences were passed annually</li> <li>• Under Stalin, use of the media to control the people was restricted to the arts, printed media, radio and film, Brezhnev was able to use television as well to control the message and project the leader into citizens homes.</li> </ul> <p>Other relevant material must be credited.</p> |