



## Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE History (8HI0/2C)  
Advanced Subsidiary

Paper 2: Depth study

Option 2C.1: France in revolution, 1774–  
99

Option 2C.2: Russia in revolution, 1894–  
1924

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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

### Section A: Questions 1a/2a

Target: A02: 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	1–2	<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, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material 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 utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.</li> </ul>
3	6–8	<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 inferences.</li> <li>• 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 utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</li> </ul>

## Section A: Questions 1b/2b

Target: AO2: 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	1–2	<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, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li> </ul>
2	3–5	<ul style="list-style-type: none"> <li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material 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. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
3	6–9	<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 inferences.</li> <li>• Deploys knowledge of the historical context 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	10–12	<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 knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying 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: 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	1–4	<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	5–10	<ul style="list-style-type: none"> <li>• There is limited 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 question.</li> <li>• Mostly accurate and relevant knowledge is included, but it 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 substantiation, 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	11–16	<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 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 and precision.</li> </ul>
4	17–20	<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, although treatment of issues may be uneven.</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 and precision.</li> </ul>

## Section A: Indicative content

## Option 2C.1: France in revolution, 1774–99

Question	Indicative content
1a	<p><b>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 which is indicated as relevant. Other relevant material not suggested below must also be credited.</b></p> <p>Candidates must analyse the source to consider its value for an enquiry into the impact of the Enlightenment in France before 1789.</p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• It suggests that the Enlightenment has had a wide impact on French society ('infected them with an anti-religious <b>plague</b>', '<b>An age deceived by intrigues and conspiracies</b>')</li> <li>• It implies that the impact of the Enlightenment has been entirely negative ('false philosophers preach hatred, jealousy and destruction')</li> <li>• It indicates that one legacy of the Enlightenment was hostility to religion ('<b>hate the Bible ... overthrow his altars.</b>' ... '<b>conspiracy against the altar</b>')</li> <li>• It indicates that another legacy of the Enlightenment was rejection of the concept of <b>monarchical rule</b> ('<b>crush the monarch's sceptre</b>', '<b>let not a single throne ... kings of the earth!</b>').</li> </ul> </li> <li>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: <ul style="list-style-type: none"> <li>• Barruel, although a Catholic priest and therefore likely to be unsympathetic, acknowledges the scale of the impact of the Enlightenment on France before 1789</li> <li>• <b>Barruel's purpose was to draw attention to the negative impact of the Enlightenment</b>, as shown in his choice of language ('false <b>philosophers</b>', '<b>released every sort of passion</b>', '<b>hatred sworn against God</b>')</li> <li>• <b>Barruel's comments</b> were published in 1799, at a time when it was safer to express such views openly and he had the benefit of hindsight.</li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• The Enlightenment ideas of the <i>philosophes</i> posed a fundamental challenge to the foundations of the <i>ancien régime</i> by questioning the authority of the Catholic Church and the divine basis of monarchy</li> <li>• Enlightenment ideas circulated among a receptive Third Estate in urban areas (through cheaply printed books and pamphlets), thereby radicalising informed opinion against the <i>ancien régime</i></li> <li>• The Catholic Church continued to resist Enlightenment thinking by producing lists of banned books, including the works of Montesquieu, Voltaire and Rousseau.</li> </ul> </li> </ol>

Question	Indicative content
1b	<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 which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into <b>Napoleon's role in the coup de Brumaire in France in 1799.</b></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>• As a participant, Napoleon was potentially in a good position to provide an informed account of his own role in the coup</li> <li>• The partisan nature of the source is reflected in the positive description of <b>Napoleon's role</b> ('<b>I refused to be the man of one faction</b>', '<b>their Liberator</b>')</li> <li>• Its main purpose was to convince the French people that Napoleon had participated in the coup because he was above party politics and wished to restore moderation (<b>'the zeal of ... devoted to the Republic.'</b>)</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 <b>suggests that Napoleon's participation was seen as vital</b> to the success of any coup attempt against the Directory (<b>'Every faction came to me ...'</b>, <b>'The Council of Elders ... its call'</b>)</li> <li>• It indicates that <b>Napoleon's meeting with the Council of the Five Hundred did not go as planned</b> (<b>'The knives ... raised against me, their Liberator.'</b>)</li> <li>• It claims that Napoleon played the key role in the coup (<b>'I replied to its call.'</b>, <b>'I went to the Council ... alone and unarmed'</b>).</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>• Napoleon was not the only major figure in the coup since Sieyès planned the coup and Lucien Bonaparte intervened decisively at the Council <b>meeting to ensure the coup's success</b></li> <li>• <b>Napoleon's meeting with the Council of the Five Hundred was stormy</b> and the deputies temporarily defied the plotters by reaffirming their loyalty to the constitution but Napoleon was not attacked with knives</li> <li>• <b>Sieyès knew that Napoleon's involvement was necessary for the coup to succeed</b> because his participation would provide military support and a popular figurehead.</li> </ul>



## Option 2C.2: Russia in revolution, 1894–1924

Question	Indicative content
2a	<p>Answers will be <b>credited according to candidates' deployment of material</b> 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. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the spread of revolutionary activity in the Russian Empire in 1905.</p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• It provides evidence that revolutionary activity in 1905 spread beyond the main centres such as St. <b>Petersburg</b> ('<b>In Kharkov...</b>') </li> <li>• It suggests that different social groups participated in the revolutionary activity ('<b>The whole population was on the streets ... demonstrators.</b>', '<b>students directed by lawyers ... workmen and Jews ...</b>') </li> <li>• It indicates that the Tsarist authorities in some areas could not cope with <b>the spread of revolutionary activity in 1905</b> ('<b>All the police ... national flag.</b>', '<b>demonstration failed ... flag to shreds.</b>'). </li> </ul> </li> <li>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: <ul style="list-style-type: none"> <li>• The author, as a French diplomat based in Kharkov, would be well informed about the spread of revolutionary activity in the area </li> <li>• As a report written by a French diplomat to the French government, there would be no obvious reason to exaggerate or underplay the spread of revolutionary activity in Kharkov </li> <li>• The report was written in October 1905 at the height of the revolutionary crisis affecting Russia, although the experience of Kharkov may not have been typical. </li> </ul> </li> <li>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> <li>• Revolutionary activity took place across the Tsarist Empire in 1905, e.g. St Petersburg, Moscow, Poland, the Ukraine, the Baltic, Georgia, Armenia, Ivanovo-Voznesensk and Nizhny Novgorod </li> <li>• Various groups, motivated by a range of grievances, participated in revolutionary activity in 1905, e.g. workers, peasants, nationalities, the middle class, students and troops </li> <li>• The scale and spread of revolutionary activity compelled the Tsarist regime to make concessions, e.g. the October Manifesto. </li> </ul> </li> </ol>

Question	Indicative content
2b	<p><b>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 which is indicated as relevant. Other relevant material not suggested below must also be credited.</b></p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the economic problems facing Russia during the First World War.</p> <ol style="list-style-type: none"> <li>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: <ul style="list-style-type: none"> <li>• The surveillance role of the Tsarist secret police within the autocratic system would make the report a potentially informed source regarding wartime economic problems</li> <li>• The credibility of the report (which lists serious economic problems) is potentially enhanced by the fact it was produced by a Tsarist organisation</li> <li>• <b>The report's content is confined to</b> economic conditions in Petrograd in October 1916.</li> </ul> </li> <li>2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> <li>• It provides evidence that Russia faced major economic problems that <b>had an acute impact on the industrial proletariat ('impossibility of ... necessities', 'rise in earnings ... 300 per cent.'</b>)</li> <li>• It indicates that, due to these economic pressures, the Petrograd <b>working class had reached breaking point ('prepared to go to the wildest excesses of a hunger riot.'</b>)</li> <li>• It claims that if the peasantry continues to withhold food from the major urban areas, there will be serious widespread social disorder in the cities ('... <b>greatest disorders'</b>).</li> </ul> </li> <li>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: <ul style="list-style-type: none"> <li>• To help fund the war effort, the Tsarist government abandoned the gold standard and printed more money to maintain wages and trade but this created severe inflation, which caused prices to spiral</li> <li>• Food supplies to the cities were disrupted due to military priorities, the collapsing railway network and food hoarding because the peasants had little incentive to sell their produce as they had nothing to buy</li> <li>• Lack of essential supplies, rising prices and deteriorating conditions radicalised industrial workers, e.g. waves of strikes in 1915-16.</li> </ul> </li> </ol>

## Section B: Indicative content

## Option 2C.1: France in revolution, 1774–99

Question	Indicative content
3	<p><b>Answers will be credited according to candidates' deployment of material</b> 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 how significant the storming of the Bastille was in the development of the revolution during 1789.</p> <p>Arguments and evidence that the storming of the Bastille was significant in the development of the revolution during 1789 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The storming of the Bastille symbolised the outbreak of a popular revolution against the monarchy and the <i>ancien régime</i></li> <li>• As a consequence of the storming of the Bastille, Louis XVI lost control of Paris and rather than dissolve the National Assembly, which he had been planning, he was forced to share his power with them</li> <li>• The rioters at the storming of the Bastille were supported by a number of those responsible for the maintenance of law and order, e.g. lower ranks of the Paris garrison and the Paris police, and this weakened law and order</li> <li>• The storming of the Bastille showed the weakness of authority and the power of the mob, and within a month the King had accepted constitutional change and the abolition of the feudal system.</li> </ul> <p>Arguments and evidence that the storming of the Bastille was not significant/ other events were more significant in the development of the revolution during 1789 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The storming of the Bastille was purely a symbolic act, e.g. there were only a handful of prisoners and it was of little military importance</li> <li>• The Tennis Court Oath led to deputies from both the First and Second Estates joining the National Assembly, and popular opinion in Paris turned against the <i>ancien régime</i></li> <li>• The uprisings that became known as The Great Fear were widespread and forced the Assembly to abolish the feudal system, signalling the end of the <i>ancien régime</i></li> <li>• The actions of the Parisian crowd during the October Days signalled the real beginning of the revolution, e.g. the march on Versailles by hungry women of Paris and the royal family being brought back to Paris.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to <b>candidates' deployment of material in</b> 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 on how accurate it is to say that the reforms of the National Assembly, in the years 1789-91, did little to change France.</p> <p>Arguments and evidence that the reforms of the National Assembly, in the years 1789-91, did little to change France should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The three-tier indirect electoral system was designed to ensure that politics remained the preserve of wealthy men, e.g. only about 50,000 qualified as electors and under 10 per cent could stand as deputies</li> <li>• Some measures perpetuated social divisions, e.g. the Chapelier Law of June 1791 banned trade unions, collective bargaining, picketing and strikes, which only benefited the affluent bourgeoisie</li> <li>• The attempt to establish a constitutional monarchy was undermined by the unreliability of Louis XVI, e.g. the flight to Varennes (1791)</li> <li>• The National Assembly viewed poor relief as a state responsibility since almost two million people were reduced to begging, but the Assembly lacked the financial resources to introduce any meaningful reform in this area.</li> </ul> <p>Arguments and evidence that the reforms of the National Assembly, in the years 1789-91, did change France should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Feudal rights (1789-90) and the nobility (1790) were abolished, and the principle of democracy was introduced at all levels by the extension of the <b>voting rights (to 'active citizens'), then the widest franchise in Europe</b></li> <li>• The tax system was reformed (via the abolition of most indirect taxation, the removal of exemptions and the introduction of three new direct taxes), making it in overall terms more just</li> <li>• A single, more enlightened legal system was created (free, fair and available to all with a jury system), which abolished torture, hanging and branding, and reduced the number of crimes punishable by death</li> <li>• Some of the abuses in, and privileges of, the Church were removed (e.g. tithes were abolished, pluralism forbidden and Protestants/Jews were granted civil rights) and the Church was made subservient to the state.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p><b>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 which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement on how accurate it is to say that external threats were the main reason for the Terror in 1793-94.</p> <p>Arguments and evidence that external threats were the main reason for the Terror in 1793-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By spring 1793, France was under threat of invasion and conquest by the armies of the First Coalition, which led to a state of emergency since the very survival of the revolution was in doubt, e.g. watch committees</li> <li>• In response to the foreign threat, the French war effort (e.g. economic production, recruitment and requisitioning) was driven by coercion and arbitrary methods to try to maximise its effectiveness, e.g. the levy</li> <li>• The foreign threat encouraged internal political polarisation and the denunciation of those suspected of anti-revolutionary allegiances and actions, e.g. pressure from the <i>sans-culottes</i> and the fall of the Girondins.</li> </ul> <p>Arguments and evidence that there were other reasons for the Terror in 1793-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Terror was partly a response to the federalist revolts in places such as Marseilles, Lyon and Toulon. These uprisings were directed against the political influence of Paris, the Convention and the Jacobins</li> <li>• Economic discontent also fuelled the Terror as pressure from the Paris Commune and the <i>sans-culottes</i> led the Convention to sanction the <b>formation of people's armies to requisition food and track down hoarders</b></li> <li>• The Girondin-Jacobin political struggle during early 1793 culminated in a Jacobin victory that encouraged more extreme measures and popular radicalism</li> <li>• Robespierre argued that the Terror was necessary on philosophical grounds <b>to preserve the gains of the revolution and achieve a utopian 'republic of virtue'</b>.</li> </ul> <p>Other relevant material must be credited.</p>

## Option 2C.2: Russia in revolution, 1894–1924

Question	Indicative content
6	<p><b>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 which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement about how accurate it is to say <b>that Stolypin's policies restored stability to Russia in the years 1906-14.</b></p> <p>Arguments and evidence that <b>Stolypin's policies restored stability to Russia, in the years 1906-14,</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Stolypin's agrarian reforms were designed to create a class of prosperous land-owning peasants who would support the regime to protect their property, e.g. some 1.2 million consolidated peasant farms by 1914</b></li> <li>• Stolypin ended redemption payments in 1907, as pledged by the Tsarist regime in 1905, and this dampened peasant discontent</li> <li>• Stolypin introduced a new electoral law in June 1907 designed to favour groups the regime deemed most loyal and in the short-term this produced a more co-operative Duma</li> <li>• Under Stolypin, the authorities unleashed an effective policy of repression <b>to 'pacify' Russia after the 1905 Revolution, including the use of special military tribunals to dispense summary justice.</b></li> </ul> <p>Arguments and evidence that <b>Stolypin's policies did not restore stability to Russia, in the years 1906-14,</b> should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>Stolypin's reforms had little</b> impact in the overcrowded central and south-eastern black earth provinces where land shortages and peasant discontent were at their worst</li> <li>• <b>Stolypin's new land-owning peasants</b> created additional tensions within the rural population since they disrupted the traditional work patterns of the villages</li> <li>• Stolypin said his agrarian reforms needed 20 years to have a stabilising effect but they operated for only nine, e.g. only 10 per cent of peasant households had consolidated by 1914</li> <li>• <b>Despite Stolypin's electoral</b> manipulation, by 1911 even the Octobrists in the Duma were increasingly at odds with the Tsarist government.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p><b>Answers will be credited according to candidates' deployment of material</b> 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 on how accurate it is to say that the collapse of the Provisional Government in 1917 was due to the Kornilov affair.</p> <p>Arguments and evidence that the collapse of the Provisional Government in 1917 was due to the Kornilov affair should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• <b>The left suspected that Kerensky had colluded with Kornilov's counter-revolutionary plans, seriously damaging the government's authority and the Prime Minister's credibility with the Petrograd working class</b></li> <li>• The right regarded Kerensky's <b>handling of the Kornilov Affair as an unforgiveable act of political cowardice</b> in the face of a growing socialist threat to order and discipline in Russia</li> <li>• The Bolshevik-led defence of Petrograd enabled the party to pose as the saviour of the revolution and thus renew its activity against the government after the July Days fiasco</li> <li>• The Kornilov Affair boosted Bolshevik membership and support so that by September the Bolsheviks had majorities in the Moscow and Petrograd Soviets, thereby providing a base from which to overthrow the government.</li> </ul> <p>Arguments and evidence that the collapse of the Provisional Government in 1917 was due to other factors or developments should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Provisional Government's <b>failure to provide solutions to key</b> domestic problems such as rising inflation and land redistribution undermined its authority, e.g. widespread peasant seizure of noble land</li> <li>• Continued participation in the war led to mounting defeats, demoralisation and war-weariness that undermined the Provisional Government and led to growing support for the Bolshevik anti-war platform</li> <li>• The authority of the Provisional Government was undermined from the outset by the rival Petrograd Soviet, e.g. Order No. 1 and No. 2</li> <li>• <b>The Provisional Government's status as an interim body (holding power until the Constituent Assembly was elected)</b> also weakened the executive by giving the impression it was riven with indecision and delay.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p><b>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 which is indicated as relevant.</b></p> <p>Candidates are expected to reach a judgement on how significant was the impact of the Treaty of Brest-Litovsk in the Bolshevik consolidation of power in the years 1918-24.</p> <p>Arguments and evidence that the impact of the Treaty of Brest-Litovsk was significant in the Bolshevik consolidation of power in the years 1918-24 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• If the Bolsheviks had not secured peace terms at Brest-Litovsk, then the new regime would have been unable to prevent a German invasion and the inevitable collapse of the fledgling communist government</li> <li>• Lenin and his party had promised war-weary soldiers, workers and peasants there would be peace and he needed to honour this pledge if the Bolsheviks were to retain credibility and avoid the fate of the Provisional Government</li> <li>• Brest-Litovsk gave the Bolsheviks a vital breathing space and enabled Lenin <b>to focus on defeating the regime's internal enemies 'with both hands free'.</b></li> </ul> <p>Arguments and evidence that the impact of the Treaty of Brest-Litovsk was not significant/other factors or developments were more significant in the Bolshevik consolidation of power in the years 1918-24 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The draconian terms of Brest-Litovsk galvanised anti-Bolshevik groups in Russia and led to the civil war that threatened the existence of the communist regime</li> <li>• The Bolshevik regime relied heavily on coercion and repression to consolidate its power in the years 1918-24, e.g. the Red Terror, crushing the Tambov revolt, political show trials and attacks on the Church</li> <li>• From 1921, the NEP helped to consolidate the regime by improving living standards and offering rural Russia economic incentives that reduced peasant opposition to the Bolshevik regime</li> <li>• Propaganda and censorship were used extensively by the Bolshevik government <b>to win over 'hearts and minds' and remove critics of the regime</b>, e.g. Glavlit introduced pre-publication censorship.</li> </ul> <p>Other relevant material must be credited.</p>