



Mark scheme (Results)

Summer 2022

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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Generic Level Descriptors

Section A: Questions 1a/2a

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"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3-5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • 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.
3	6-8	<ul style="list-style-type: none"> • 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. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • 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.

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"> • 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. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3-5	<ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • 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.
3	6-9	<ul style="list-style-type: none"> • 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. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • 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.
4	10-12	<ul style="list-style-type: none"> • 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. • 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. • 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.

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"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5-10	<ul style="list-style-type: none"> • 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. • 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. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11-16	<ul style="list-style-type: none"> • 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. • 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. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17-20	<ul style="list-style-type: none"> • 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. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • 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. • 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.

Section A: indicative content

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

Question	Indicative content
<p>1a</p>	<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 the source to consider its value for an enquiry into Louis XVI's acceptance of the French Constitution in September 1791.</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"> • It suggests that Louis XVI had not been entirely honest with the National Assembly about his reasons for accepting the new Constitution ('Here are my private reasons.') • It implies that, in reality, Louis XVI was not reconciled to the new Constitution ('these senseless Rights of Man.', 'the people will learn the real cause of their misfortunes.') • It suggests that his acceptance was driven by public support for the Constitution and his view that the latter would prove unworkable ('such a change has not taken place', 'It will be difficult ... to be impossible.') • It implies that the King's acceptance was really a strategy designed to undermine the Constitution and restore his royal authority ('If I adopt the principles of the Constitution ... their misfortunes.'). <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"> • As the author, Louis XVI would potentially be an informed source regarding the King's acceptance of the French Constitution in September 1791 • Louis XVI's purpose in writing the letter was to explain the reasons why he had accepted the new Constitution • Louis XVI's views were privately expressed to trusted family members, so he was likely to be candid in his opinions; the content may have been influenced by the anti-revolutionary sympathies of the recipients. <p>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:</p> <ul style="list-style-type: none"> • The King was in a dilemma in September 1791 over the new Constitution, since his religious character took the constitutional oath seriously but, at the same time, he viewed the Constitution as fundamentally flawed • Louis XVI reluctantly, but publicly, accepted the Constitution, partly in order to be officially reinstated following his suspension over the flight to Varennes • His lukewarm acceptance of the Constitution was reinforced by the hostile attitudes of influential members of the royal family, e.g. Marie Antoinette argued that it was 'so monstrous it cannot survive for long'.

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

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 the September massacres in 1792.</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"> • As a high-ranking diplomat based in Paris, Gower was in a good position (and would be expected by his own government) to provide an informed account of the September massacres • The partisan nature of the source is reflected in the negative description of the violence ('massacred with shocking barbarity.', 'same cruelties were committed') • Gower's account of the September massacres was mainly confined to specific acts of violence. <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"> • It indicates that the September massacres were triggered by news of the Prussian military threat, and refractory priests and prison inmates were the principal victims ('This announcement created ... prisoners there.') • It indicates that a large number of people were killed during the September massacres ('160 priests ... fell victim') • It suggests that this brutal episode was driven by a public frenzy of violence ('fury of the enraged crowd', 'The vengeance of the mob'). <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"> • The September massacres were triggered by rumours that imprisoned counter-revolutionary suspects planned to escape, kill the Parisian population and hand the capital over to the Prussians • The September massacres lasted for five days and resulted in 1100-1400 deaths; about a quarter of the victims were priests and nobles, the rest were imprisoned common criminals • The perpetrators of the violence were the <i>sans-culottes</i> of the Sections; no attempt was made to stop them, since this meant mobilising the National Guard and risking another Champ de Mars incident.

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

Question	Indicative content
2a	<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 the source to consider its value for an enquiry into the conditions experienced by workers at the Lena Goldfields in 1912.</p> <ol style="list-style-type: none"> 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"> • It provides evidence of living and working conditions at the Lena Goldfields ('compulsory work on Sundays', 'forced women's labour', inadequate 'ventilation and lighting in living quarters') • It suggests that worker dissatisfaction with their living and working conditions was widespread ('We demand') • It suggests that the actions and attitudes of the management had made conditions worse ('Managers cannot sack workers as they please', 'Managers must address workers politely.'). 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"> • The author(s), being workers at the Lena Goldfields, were potentially in a good position to offer an informed account of conditions at these mines • As a set of demands sent to the management, it shows how the workers were attempting to persuade the Lenzoloto Mining Company to make improvements in living and working conditions • The document was written in March 1912 and so 'Our Demands' is valuable because it covers living and working conditions at the Lena Goldfields in the specified year. 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"> • Workers at the Lena Goldfields were housed in poor quality accommodation and provided with low grade food in the company canteen, including rotten horsemeat • The working day at the Lena Goldfields was long and arduous – eleven or eleven and a half hours, depending on the season • The Lenzoloto Mining Company management refused to improve conditions for the workers and, after the Lena Goldfields massacre, conditions remained essentially the same.

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

Question	Indicative content
2b	<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 the role of the Military Revolutionary Committee in October 1917.</p> <ol style="list-style-type: none"> 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"> • As a key member of the Military Revolutionary Committee (MRC), the author was likely to be well informed about the role of the MRC in October 1917 • The credibility of the source is potentially reduced by the fact that it was produced by a Bolshevik author who was directly involved • The source was produced in 1932 in exile and this may raise issues relating to hindsight; Trotsky may have been anxious to boost his role and credentials as a revolutionary in 1917, given his present situation. 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"> • It indicates the MRC played a central organising role in the removal of the Provisional Government ('weakening the Provisional government ... overthrowing it.', 'leading the resistance ... conspirators'.') • It indicates that the MRC was able to mobilise popular and military support in its bid to oust the Provisional Government ('with the pressure of the masses and ... the strength of the Petrograd garrison.') • It suggests that the MRC was in an overwhelmingly favourable position to take power in October 1917 ('the superiority of the MRC's forces ... increasing hour by hour.'). 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"> • Since it was created by the Petrograd Soviet, the MRC provided Trotsky with a body to organise and camouflage the Bolshevik takeover of power in October 1917 • The MRC gave the Bolsheviks access to military intelligence and weapons, and enabled them to control key strategic points in Petrograd prior to the takeover of power • During October 1917, the MRC formed close links with military units in Petrograd, thereby allowing Trotsky to assemble a sizeable force of Red Guards, Kronstadt sailors and some army units.

Section B: indicative content

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

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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the onset of revolution in 1789 was due to the summoning of the Estates-General.</p> <p>Arguments and evidence that the onset of revolution in 1789 was due to the summoning of the Estates-General should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The summoning of the Estates-General raised public expectations of reform, including a new constitution, whereas Louis XVI regarded it chiefly as forum for raising new taxes to stabilise the national finances • Louis XVI failed to exert his influence over the Estates-General and this enabled the Third Estate to take the initiative, e.g. by declaring a National Assembly that directly challenged the King's authority • The Tennis Court Oath defied the King and indicated the deputies' intention to establish a constitution, with or without his approval; deputies from the First and Second Estates began joining the National Assembly • Louis XVI's military build-up in and around Paris prompted fears that the King intended to close the National Assembly by force and contributed to the popular revolt in Paris. <p>Arguments and evidence that the onset of revolution in 1789 was due to other factors and developments should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The storming of the Bastille showed the weakness of royal authority and the power of the mob, and within a month the King had accepted constitutional change and the abolition of the feudal system • The uprisings that became known as The Great Fear were widespread and forced the Assembly to abolish the feudal system, marking the end of the <i>ancien régime</i> • The Parisian bourgeoisie undermined the <i>ancien régime</i> in 1789 by taking matters into their own hands, e.g. establishing institutions to protect their own interests, notably the Commune and National Guard. <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 which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how significant the role of Robespierre was in the development of the Terror in 1794.</p> <p>Arguments and evidence that the role of Robespierre was significant in the development of the Terror in 1794 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Robespierre played a central role in the purge of the Hébertists and Indulgents, which enabled the Committee of Public Safety (CPS) to pursue a policy of increasing terror and centralisation • Robespierre (along with Couthon) drafted the Law of 22 Prairial (10 June 1794) that significantly undermined the rights of those accused and greatly increased the number of victims guillotined • Robespierre attempted to impose a new state religion, known as the Cult of the Supreme Being, in June 1794; this was designed to replace atheism and Catholicism and prohibited freedom of worship • Robespierre introduced 'virtue' as a new moral justification for terror; the winding down of the Terror after Robespierre's fall in July 1794 suggests he had played a significant role in its development that year. <p>Arguments and evidence that Robespierre's role was not significant/other factors were more significant in the development of the Terror in the 1794 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Robespierre was only one of 12 CPS members, all committee decisions were collective, and he personally signed only a relatively small number of the Committee's decrees • Robespierre's influence and authority regarding the Terror in 1794 was limited, e.g. he disagreed with the policy of de-Christianisation and he lost an important ally when St-Just left to oversee the war effort in Belgium • Other members of the CPS played a key role in the development of the Terror in 1794, e.g. St-Just argued that a continuation of the Terror was necessary to create a utopian French republic • The terror campaign of early 1794 in the Vendée, which led to some 250,000 deaths, was locally organised by General Turreau and Jean-Baptiste Carrier, the representative on mission. <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<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.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the Directory brought stability to France in the years 1795-99.</p> <p>Arguments and evidence that the Directory brought stability to France in the years 1795-99 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Two-thirds of the national debt was written off in September 1797 through the issue of bonds to government creditors, which reduced interest payments and stabilised French finances at least for a time • Finance Minister Vincent Ramel reformed the taxation system in 1798 (by introducing four new direct taxes and making tax collection more efficient), bringing the regime greater financial stability • The Directory's constitutional arrangements (based on the Directory of five, the Council of Five Hundred and the Council of Ancients) prevented the concentration of power and avoided the extremism of 1793-94 • Until Fructidor (1797) the Directory provided a moderate 'representative' government, steering a middle course between the restoration of the monarchy and the introduction of popular democracy. <p>Arguments and evidence that the Directory did not bring stability to France in the years 1795-99 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Attempts to restore the Treasury's finances were not wholly successful, e.g. the value of the assignat collapsed, the new currency became worthless, and the introduction of indirect taxes was unpopular • The monetary crisis of 1795-97 reduced purchasing power, which undermined economic stability; the bonds issued to write off government debt quickly slumped in value, which alienated government creditors • The constitution of Year III, which established annual elections and provided no mechanism to resolve executive-legislature disputes or alter the constitution, failed to give the Directory political stability • In an attempt to preserve a non-Jacobin/Royalist majority, the directors interfered with elections, which undermined respect for the political system, e.g. Law of 22 Floréal. <p>Other relevant material must be credited.</p>

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

Question	Indicative content
6	<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.</p> <p>Candidates are expected to reach a judgement about how significant revolutionary activity was in the Russian empire during the 1905 Revolution.</p> <p>Arguments and evidence that revolutionary activity in the Russian empire was significant during the 1905 Revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Revolutionary activity took place across the Tsarist Empire in 1905 (e.g. St Petersburg, Moscow, the Ukraine, Baltic, Georgia, Ivanovo-Voznesensk and Nizhny Novgorod) making it a significant threat to the regime • 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), forming an anti-tsarist 'coalition' • The sheer scale and extent of popular protest and revolutionary activity in 1905 forced the Tsarist regime to make concessions, e.g. the October Manifesto and reducing/abolishing redemption payments. <p>Arguments and evidence that revolutionary activity in the Russian empire was not significant during the 1905 Revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Key disaffected social groups across the Empire challenged the Tsarist system at different times, had different aims and failed to work together for greater impact; much discontent was economic not revolutionary • Fundamental divisions between opposition groups prevented cooperation, e.g. liberals and Marxists disagreed over capitalism and political violence, and the SRs and Marxists had different conceptions of socialism • Revolutionary activity did not spread significantly to one key group - the military; the bulk of the army remained loyal, giving Nicholas II the capability to crush hard-line opposition, e.g. the Moscow uprising • The October Manifesto, which introduced a constitution and the prospect of representative government, drove a wedge between the liberals and the workers, thereby undermining anti-Tsarist activity in late 1905. <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<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.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the closing of the Constituent Assembly was the main reason for the onset of the Russian civil war.</p> <p>Arguments and evidence that the closing of the Constituent Assembly was the main reason for the onset of the Russian civil war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Many Russians viewed the closure as an act of political hypocrisy, since the Bolsheviks had previously called for Constituent Assembly elections; this hardened anti-Bolshevik opposition, making civil war more likely • Having secured just 22.5 per cent of the popular vote in the Constituent Assembly elections, the Bolsheviks were determined to hold on to power at any cost and by any means, and this brought civil war closer • The Socialist Revolutionaries, victors in the Assembly elections, afterwards headed anti-Bolshevik governments in other parts of Russia, which increased the momentum towards civil war, e.g. the Samara government. <p>Arguments and evidence that the closing of the Constituent Assembly was not the main reason/other factors were the main reason for the onset of the Russian civil war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The closing of the Constituent Assembly did not provoke widespread public condemnation; radical workers preferred the Soviet government model and most peasants remained indifferent • The draconian terms of Brest-Litovsk (e.g. Russia lost 27 per cent of its farmland and 74 per cent of its iron ore and coal reserves) galvanised anti-Bolshevik/nationalist groups in Russia and led to the civil war • Foreign intervention, beginning in early 1918, contributed to the onset of the civil war, since it was designed to protect foreign interests in Russia and overthrow the Bolshevik regime • The Czech Army of Liberation posed a real threat to Bolshevik rule in mid-1918 by taking control of western Siberia and parts of east European Russia and then advancing towards Moscow, making conflict inevitable. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<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.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the Bolshevik regime succeeded in imposing central control over the Russian economy in the years 1917-24.</p> <p>Arguments and evidence that the Bolshevik regime succeeded in imposing central control over the Russian economy in the years 1917-24 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Under state capitalism (1917-18), private companies were directed and monitored by the state, <i>Vesenkha</i> was created to supervise industry and manage the economy, and limited nationalisation took place • Under War Communism (1918-21), the Bolsheviks imposed compulsory requisitioning of grain, banned private trade and placed large-scale industry directly under state control to maximise the war effort • Under the NEP (1921-24), the Bolshevik regime imposed a 'tax-in-kind' on the peasants, payable in grain, and the 'commanding heights' of the economy (e.g. coal, transport, banking) remained under state control. <p>Arguments and evidence that the Bolshevik regime did not succeed in imposing central control over the Russian economy in the years 1917-24 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Under state capitalism, the Bolsheviks could not impose wide-ranging central economic control because they needed to maintain worker and peasant support, e.g. the Decrees on Land and Workers' Control (1917) • Under War Communism, Bolshevik attempts to centralise economic control were counterproductive, e.g. the development of a thriving black market in foodstuffs and urban workers abandoned the main cities • Under the NEP, Bolshevik central economic control was consciously diluted, e.g. peasants could sell surplus grain for profit on the open market and private ownership/trading of small businesses was legalised. <p>Other relevant material must be credited.</p>