



Mark Scheme (Results)

Summer 2025

Pearson Edexcel
In 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: 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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	• 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
1a	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. Candidates must analyse the source to consider its value for an enquiry into the power of the French monarchy before 1789. - 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: - It indicates that sovereign power over the nation and population belongs exclusively to the French monarch ('Sovereign power ... king alone', 'Only the monarch has the power to make laws') - It indicates that only the monarch has the power to convene the Estates-General ('Only the king can summon ... such a gathering is useful or necessary.') - It implies that the authority of the French absolute monarchy was being challenged by the <i>Parlement</i> ('not to build up a power to rival royal authority.'). - The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: - As Minister of Justice, Chrétien-François de Lamoignon could potentially offer an informed view on the power of the French monarchy in the years immediately before 1789 - As a government statement, the speech represents the official view of the power of the French monarchy at the time - As the source was a speech before the <i>Parlement</i> of Paris, it appears to have been designed to remind or warn the audience listening that the monarch's power was absolute and cannot be challenged. - Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: - Louis XVI's role as an absolute monarch rested on the widely accepted belief that the king's power was total and bestowed by God, according to the concept of divine right - In July 1787, the Paris <i>Parlement</i> challenged Louis XVI's power by refusing to sanction new taxes; the king's response (exiling the <i>Parlement</i>) provoked the 'revolt of the aristocracy' - In August 1788, Louis XVI agreed to convene the Estates-General to tackle the national debt and financial problems; the people of France were invited to send in lists of their grievances for discussion.

Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the challenge posed to the Republic by the Vendée revolt in 1793. 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: • As a senior Republican army officer with orders to regain control of the Vendée, Turreau could potentially offer an informed view on the challenge posed by the revolt • The status of the source (a memoir) may seek to inflate Turreau's role, e.g. praising the rebels' military capabilities in order to make his eventual victory seem more impressive • The author's respect for the military skill of the rebels he is trying to defeat may enhance the credibility of the source; this respect is evident from the use of language to reinforce points ('skilled ... guns'). 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It suggests that the Republican forces struggled to quell the insurgency because the rebels could exploit their knowledge of the local terrain ('Their attack ... surprise.', 'knowing how ... retreat.') • It suggests that the rebels used effective military tactics against the Republican forces ('Their best sharpshooters ... at a reasonable distance.', 'The rebels make us suffer from their gunfire ...') • It implies that the rebels were uncompromising in the pursuit of their aims ('In victory, they encircle us and cut us to bits.'). 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: • The Vendée revolt posed a significant challenge because the rebels defeated the Republic's forces at Pont-Charrault and Chalonnes in March 1793, giving them control of the region between April and June • The Convention was forced to divert 30,000 troops from the revolutionary war front to deal with the Vendée rebels, undermining the war effort and increasing the risk of defeat for the Republic • The Vendée rebels posed little real challenge since the Republic possessed the will and military resources to crush the revolt, e.g. the victory at Le Mans (December 1793) which left 15,000 rebels dead.

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

Question	Indicative content
2a	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. Candidates must analyse the source to consider its value for an enquiry into the impact of the Kornilov affair on the Bolsheviks. 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: • It claims that, due to the impact of the Kornilov affair, the Bolsheviks were able to seize power in October 1917 ('Without the Kornilov affair ... takeover in October 1917.') • It implies that the Kornilov affair was instrumental in enabling the Bolsheviks to secure majorities in the Soviets ('After the Kornilov rising ... gained majorities in the Soviets everywhere.') • It suggests that, after the Kornilov affair, the Bolsheviks were able to use their Soviet majorities to mobilise the masses to undermine the government ('Using the motto ... responsible leadership in Russia.'). 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: • As Prime Minister of the Provisional Government at the time, Kerensky was potentially in a good position to offer an informed view about the impact of the Kornilov affair on the Bolsheviks • Kerensky's purpose was to dissociate himself and the Provisional Government from Kornilov's actions and their impact in boosting the political fortunes of the Bolsheviks • Since Kerensky's account was written in 1919, the author had the advantage of hindsight in assessing the impact of the Kornilov affair on the Bolsheviks. 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: • After the Kornilov affair, the Bolsheviks were able to secure a majority in the Petrograd Soviet and Trotsky became its President, giving the Bolsheviks an organisational base from which to plan the October coup • As a result of the Kornilov affair, the Bolsheviks were able to break the stranglehold the SRs and Mensheviks had over soviets in other cities in Russia • Following the Kornilov affair, in August-September 1917, Bolshevik membership increased, and Lenin's party performed strongly in the Petrograd and Moscow council elections • The Bolsheviks' role in the anti-Kornilov opposition enabled them to pose successfully as defenders of the revolution and Petrograd to

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

Question	Indicative content
2b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the reasons for the closing of the Constituent Assembly in 1918. 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: • As a leading figure in the Petrograd Soviet at that point, Lenin could potentially offer an informed view regarding the reasons for the closing of the Constituent Assembly in 1918 • As a public decree, the source represents the Petrograd Soviet's official explanation of why the Constituent Assembly was closed down • The partisan nature of the source is evident from the use of language to reinforce points ('outlived their usefulness.', 'a step backward and a death blow to the October Revolution.'). 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It implies that only the Soviets (not the 'bourgeois' Constituent Assembly) can be seen as legitimate bodies for the advancement of working people's interests ('the Soviets brought ... economic freedom.') • It suggests that the arrangements for the election of the Constituent Assembly have been superseded by the October Revolution ('elected ... before the October Revolution.', 'October Revolution ... bourgeoisie.') • It claims that any Soviet compromise with the Constituent Assembly would undermine the October Revolution ('To deny full power to the Soviets ... the October Revolution.'). 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: • Lenin maintained that the Soviets represented a purer form of democracy than the bourgeois Constituent Assembly and, post-October 1917, the Soviets best reflected the will of the workers • Lenin was determined to close down the Constituent Assembly because he knew that the SRs would use their election victory (380 seats and 41 per cent of the vote) to try to establish a rival government • The elections did not produce a Constituent Assembly dominated by bourgeois parties; collectively, the socialist parties (SRs, Bolsheviks and Mensheviks) obtained 566 seats and 67.8 per cent of the vote.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement about how far France was changed by the reforms of the National Assembly in the years 1789-91. Arguments and evidence that the reforms of the National Assembly changed France in the years 1789-91 should be analysed and evaluated. Relevant points may include: • 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 voting rights to 'active citizens', creating the widest franchise in Europe • The tax system was overhauled, 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 equitable • A single, more enlightened legal system was created, available to all, with a jury system, which abolished torture, hanging and branding, and reduced the number of crimes punishable by death • 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; the church was also made subservient to the state. Arguments and evidence that the reforms of the National Assembly did not change France in the years 1789-91 should be analysed and evaluated. Relevant points may include: • 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 • Some measures perpetuated social divisions, e.g. the Le Chapelier Law of June 1791 banned trade unions, collective bargaining, picketing and strikes, which only benefited the affluent bourgeoisie • The attempt to establish a constitutional monarchy was undermined by the unreliability of Louis XVI, e.g. the flight to Varennes (1791) • 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. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how accurate it is to say that Louis XVI's failings were mainly responsible for the collapse of constitutional monarchy in France in the years 1791-92. Arguments and evidence that Louis XVI's failings were mainly responsible for the collapse of constitutional monarchy in France in the years 1791-92 should be analysed and evaluated. Relevant points may include: • Louis seemed reluctant to accept the constitutional monarchy, notably after the Civil Constitution of the Clergy, e.g. royal vetoes on measures concerning refractory priests, the royal guard and the <i>fédérés</i> • The flight to Varennes and Louis XVI's written declaration were deeply damaging; they clearly demonstrated he did not believe in constitutional monarchy or understand the popularity of revolutionary changes • Louis' apparent willingness to listen to the advice of the anti-revolutionary sentiments of Marie Antoinette added to the mistrust of Louis' intentions regarding the constitutional monarchy • Louis' support for the threatened military intervention from Austria and Prussia encouraged the belief that he was becoming a threat to the security of France and was secretly plotting to reinstate absolutism. Arguments and evidence that other factors were mainly responsible for the collapse of constitutional monarchy in France in the years 1791-92 should be analysed and evaluated. Relevant points may include: • The destabilising effects of France's economic problems in the early 1790s fuelled popular discontent and undermined the constitutional monarchy, e.g. poor harvests, rising prices and mounting unemployment • The role of the Cordeliers Club and the fraternal and popular societies in mobilising and politicising the Parisian sans-culottes against all forms of privilege, e.g. the <i>journées</i> of June and August 1792 • The impact of the war from April 1792 in radicalising opinion against the constitutional monarchy, e.g. the hostile response to the Brunswick Manifesto (July 1792) • Church reform, notably the Civil Constitution of the Clergy (1790), led to opposition from Catholic bishops, priests and parishioners, polarising France and undermining the constitutional monarchy. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement about the suggestion that the success of the coup de Brumaire (1799) was due to the role played by Sieyès. Arguments and evidence that the success of the coup de Brumaire (1799) was due to the role played by Sieyès should be analysed and evaluated. Relevant points may include: • Sieyès' election as a Director (May 1799) gave a notable opponent an insider position; he worked from within to replace the Directory, fearing political instability would lead to a monarchist or radical seizure of power • Sieyès realised that many of the government's critics wanted a return to strong leadership; he also saw that, with the French armies achieving victories again and the Councils in confusion, a coup was feasible • Sieyès invited Napoleon to participate, since he knew that a successful coup required military support and a capable army officer who inspired loyalty within the ranks and popular support • Sieyès, and others, used the pretext of a Jacobin plot in the Council of the Five Hundred to persuade the Council of Ancients to move to Saint-Cloud, a location where the Ancients were more vulnerable to a coup attempt. Arguments and evidence that the success of the coup de Brumaire (1799) was due to other factors should be analysed and evaluated. Relevant points may include: • Napoleon's support for the coup was vital, since he provided the conspirators with a prominent and popular figurehead and ensured that a large proportion of the military backed the coup • Lucien Bonaparte saved the coup by demanding the expulsion of 61 deputies from the Council of Five Hundred, which facilitated the passing of laws to replace the Directory with a three-man executive • Other individuals made important contributions to the success of the coup, e.g. Director Barras acted as an 'inside' co-conspirator and Talleyrand introduced Sieyès to Napoleon and backed the coup • The Directory's war policy alienated broad sections of French society so that, when the coup took place, few were prepared to defend the regime, e.g. Jourdan's Law (1798) and the Law of Hostages (1799). Other relevant material must be credited.

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

Question	Indicative content
6	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. Candidates are expected to reach a judgement on how accurate it is to say that the Tsarist system survived the 1905 Revolution due to the government's use of force. Arguments and evidence that the Tsarist system survived the 1905 Revolution due to the government's use of force should be analysed and evaluated. Relevant points may include: • The bulk of the army remained loyal to the regime, giving Nicholas II the capability to crush hard-line opposition, e.g. army units used artillery fire to defeat the Moscow uprising, leaving over 1,000 dead • Under Durnovo and Stolypin, the authorities unleashed an effective policy of military repression to 'pacify' Russia in 1906-07, including the use of courts martial to dispense summary justice; around 2400 were executed • The end of the Russo-Japanese war (1905) enabled the regime to strengthen its military position against its domestic opponents with the return of troops from Manchuria in early 1906. Arguments and evidence that the Tsarist system survived the 1905 Revolution due to other factors should be analysed and evaluated. Relevant points may include: • Witte's October Manifesto, which introduced a constitution and offered the prospect of a representative government, drove a wedge between the liberals and the workers, thus weakening the anti-Tsarist forces • The government's decision to halve redemption payments immediately, and then scrap them entirely by 1907, dampened peasant unrest • The key disaffected groups (liberals, peasants, nationalists, students and workers) challenged the autocracy at different times, had different aims and failed to work together • The military could not be entirely relied on to defend the regime since, in the period October-December 1905, there were 211 separate mutinies in the army and, in June 1905, sailors on the battleship Potemkin revolted. Other relevant material must be credited.

Question	Indicative content
7	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. Candidates are expected to reach a judgement about how accurate it is to say that, in the years 1914-17, the actions of Nicholas II were mainly responsible for the collapse of the Tsarist system. Arguments and evidence that, in the years 1914-17, the actions of Nicholas II were mainly responsible for the collapse of the Tsarist system should be analysed and evaluated. Relevant points may include: • Nicholas II rejected cooperation with the Progressive Bloc and Zemgor (to improve the war effort) as a challenge to his authority; his stance convinced many moderates that the regime had to be removed • Nicholas II's absence from Petrograd (late 1915-early 1917) enabled the Tsarina and Rasputin to influence political affairs, which seriously damaged the regime in the eyes of the public • Nicholas II failed to appreciate the seriousness of the early stages of the February Revolution and delayed taking steps to defend the regime, e.g. he ignored the warning sent by Rodzianko on 26 February 1917 • By 1917, Nicholas II's inept wartime leadership had alienated key supporters of the regime (e.g. army high command) who decided only a duma-based government could bring victory and prevent domestic chaos. Arguments and evidence that, in the years 1914-17, other factors were mainly responsible for the collapse of the Tsarist system should be analysed and evaluated. Relevant points may include: • Wartime inflation radicalised anti-regime discontent, notably among the workers of Petrograd and Moscow, as food and fuel prices quadrupled but average earnings only doubled in the years 1914-16 • By late 1916, the impact of war had undermined the army's willingness and ability to defend the regime, depriving the government of coercive power in Petrograd, e.g. the mutiny of the Volinsky regiment (1917) • The virtual collapse of the Russian railway network, due to wartime pressures, created shortages that intensified worker militancy and contributed to waves of strikes from 1915 in cities such as Petrograd. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement on how accurate it is to say that, in the years 1918-24, the Bolshevik economic policies of War Communism and the New Economic Policy were similar. Arguments and evidence that, in the years 1918-24, the Bolshevik economic policies of War Communism and the New Economic Policy were similar should be analysed and evaluated. Relevant points may include: • War Communism (1918-21) and the New Economic Policy (1921-24) exhibited similar features, e.g. an emphasis on state control of key economic sectors • A central economic objective of the Bolsheviks during War Communism and the NEP was to keep key areas and groups supplied with food, e.g. the main cities and the industrial workers • War Communism and the NEP were both pragmatic responses in the face of shifting circumstances, e.g. the threats associated with civil war and the need to increase peasant production of food • War Communism and the NEP were both based on the Bolshevik assumption that the agricultural sector held the key to long-term economic growth and the stability of the regime. Arguments and evidence that, in the years 1918-24, the Bolshevik economic policies of War Communism and the New Economic Policy were different should be analysed and evaluated. Relevant points may include: • Under War Communism, the economy was rigidly state controlled but, in contrast, the NEP promoted a mixed economy with a small business private sector • Under War Communism, compulsory requisitioning by food brigades was used to extract grain forcibly from the peasants but, under the NEP, peasants were treated more leniently and offered incentives to produce food • Some Bolsheviks saw War Communism as the correct ideological path to communism, e.g. complete nationalisation and the abolition of money and private trade; many Bolsheviks regarded the NEP as an ideological retreat, due to the reintroduction of capitalist features, e.g. private trading • By 1924, the NEP had improved the Russian economy, e.g. factory output increased by 200 per cent from 1920 to 1923; War Communism left the economy in ruins, e.g. industrial output slumped and the urban working class halved in size. Other relevant material must be credited.

