



Mark scheme

Sample assessment materials for
first teaching September 2015

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

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
1a	<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 reasons for Robespierre's arrest in July 1794.</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 suggests that Robespierre was blamed for the Terror ('the Reign of Terror was reaching its end') and that this played a key role in his arrest • It provides evidence that Robespierre's opponents felt obliged to remove him to protect themselves ('afraid that sooner or later, they would become his victims') • It indicates that Robespierre failed to see the seriousness of the opposition forming against him ('Every tyrant who threatens but does not strike is himself struck') • It provides evidence that Robespierre had lost support on both sides, making his arrest more likely. 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"> • Durand de Maillane was involved in the events and thus in a good position to know about the circumstances of Robespierre's fall ('the Montagnards turned to us') • Durand de Maillane was an opponent of Robespierre as shown in his choice of language ('unbearable', 'tyrant') • Durand de Maillane's account is published two decades later; he has had a chance to reflect on the events. 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"> • Robespierre was a member of the Committee of Public Safety (CPS), which was responsible for the Terror and his name became most closely associated with it • Robespierre intensified the Terror with the execution of the Herbertists and Danton in spring 1794 • Robespierre lost the support of the CPS when he proposed setting up a police authority under his own control • Robespierre's absence from public life in July gave his opponents the opportunity to conspire against him and bring him down in the coup of the Thermidor.

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 reasons for the execution of Louis XVI in 1793.</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"> • Saint-Just was a radical politician, a Republican who supported the execution of the king • The tone of the speech demonstrates that its purpose was to persuade the Convention to vote for Louis' execution ('doomed if the tyrant goes unpunished') • Saint-Just is representing an opinion that called for the execution of the king to secure the survival of the Republic. 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 provides evidence that Louis' execution is regarded as essential by the radicals if the Revolution is to survive ('The Revolution begins when the tyrant ends') • It suggests that there is clear evidence that Louis is guilty of crimes ('Let Louis explain how the papers you have seen may favour liberty') • It provides evidence that execution is the only possible punishment ('tyranny is like a reed which bends with the wind and which rises again'). 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"> • Louis was held responsible for the massacre at the Tuileries – the <i>sans-culottes</i>, on whom the Jacobins relied for support, wanted him executed • Louis was condemned as a traitor – correspondence between Louis and the Austrian royal family suggested that Louis was encouraging foreign power to invade to restore the monarchy • <i>Appel nominal</i> – open voting put pressure on the members of the Convention to vote for the death penalty.

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 reasons for the 1905 Revolution.</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 the workers' demands in 1905 (e.g. negotiations with the employers, an eight-hour day and a greater say over wage rates) • It suggests that the employers refused to consider these demands ('regarded as illegal our other demands') • It indicates that the Tsarist system also oppressed the workers ('with the help and cooperation of Your officials'). 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"> • It was contemporary document and created by working-class people in St Petersburg, so has the potential to reveal the state of proletarian opinion there • It is designed as a direct appeal to the Tsar, which suggests a level of worker desperation • Its purpose and aims are evident from the use of emotional language to reinforce points ('to seek truth, justice and protection', 'we have been in bondage'). 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"> • Reasons for the wave of industrial strikes in St Petersburg in January 1905 • The violent response of the Tsarist authorities to the working-class march in St Petersburg on 9 January 1905 • The consequences of Bloody Sunday, e.g. loss of respect for the Tsar, further strikes and social unrest.

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 opposition to the Provisional government in 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 an experienced military officer, the author would be an informed observer of disaffection within the Russian army • The author witnessed the events described at first hand and his purpose as a non-Russian appears to be to provide an objective assessment of opinion in the army • The report is confined to the early part of 1917 • It is just one individual's account of anti-government opinion within the Russian army. 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 provides evidence of opposition to the Provisional government in 1917 • It provides evidence of army opposition to the Provisional government's pro-war policy ('refuses to allow the guns to shoot at the enemy', 'discussions ... take place daily with the enemy') • It suggests that senior officers were critical of the Provisional government's failure to restore discipline in the ranks ('has left all the burden of dealing with the agitation to the army') • It indicates that soldiers in Petrograd were effectively defying the government by avoiding military service at the front ('Russian men in uniform wander about the streets'). 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"> • The growing opposition within the army to the Provisional government's pro-war policy between February and October 1917, e.g. demoralisation, desertions • The Petrograd Soviet's opposition to the Provisional government • The opposition of other groups such as peasants and industrial workers • The Bolshevik hostility towards the Provisional government.

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 on how far Louis XVI was responsible for the collapse of the absolute monarchy in 1789.</p> <p>Arguments and evidence that Louis XVI was responsible for the collapse of the absolute monarchy in 1789 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Louis' character – he was indecisive and weak as a ruler, seen as being dominated by his wife, and his determination to maintain his absolute powers meant he was also seen as responsible for all of France's problems • Louis was prepared to accept restrictions to his powers, e.g. he agreed to the abolition of <i>lettres de cachet</i> in May 1789, indicating that he was willing to move towards constitutional monarchy • Louis' threatened use of military force to put down the revolution, e.g. in June 1789 he ordered troops to Paris and precipitated that revolt of the Parisians • His refusal to agree to the changes drawn up by the Assembly – this precipitated the march of the women on Versailles and Louis' return to Paris where he was forced to agree to the constitutional monarchy. <p>Arguments and evidence that reasons other than Louis XVI were responsible for the collapse of the absolute monarchy in 1789 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The impact of the Enlightenment – the development and spread of new ideas challenged absolutism and called for a new contract between the king and his subjects with obligations on both sides • Revolutionary activity outside the capital – revolts in both town and countryside forced the Assembly to address grievances which necessitated the dismantling of the <i>ancien regime</i> • The October Days – pressure from the Paris mob forced the Assembly to subordinate the king to the law and establish a constitutional monarchy. <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 accurate it is to say that the revolt of the Vendée did <i>not</i> seriously threaten the Republic.</p> <p>Arguments and evidence that the revolt of the Vendée did <i>not</i> seriously threaten the Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The revolt was very localised and never threatened to spread to the rest of the country • The rebels were not a threat to the survival of the government – they were poorly disciplined and reluctant to move far away from their homes • The republican army crushed the revolt convincingly – tens of thousands of citizens were slaughtered. <p>Arguments and evidence that the revolt of the Vendée did seriously threaten the Republic should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The rebels opposed key policies, including the civil constitution of the clergy, taxation and conscription • Royalist sentiment in the Vendée undermined the republic, e.g. its officials and members of the National Guard were rooted out by the rebels and killed • The Convention had to divert troops from the war front to the deal with the rebels, thus undermining the war effort and increasing the risk of defeat. <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 main threat to the survival of the Directory came from the army.</p> <p>Arguments and evidence that the main threat to the survival of the Directory came from the army should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The army kept the Directory in power – it was therefore the most serious threat if it became dissatisfied with the Directory • The army demanded a continuation of the war – this caused financial problems that eventually undermined the Directory • Bonaparte ignored the Directory in his conduct of foreign policy in 1797, e.g. he signed the terms at Leoben without consulting the Directory, which had no choice but to accept • The <i>coup d'état</i> of Brumaire – Bonaparte played the key role in the removal of the Directory and the declaration of a new constitution. <p>Arguments and evidence that the army was <i>not</i> the main threat to the survival of the Directory should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The system established under the Constitution of Year III with annual elections and no provision for settling disputes between the executive and legislature was unstable and unlikely to last • The army played a key role in the survival of the Directory – it had crushed the Vendemiaire uprising and supported it during its lifetime; it sent troops to defend the Directory in the Coup of Fructidor 1797 • The royalist sympathisers increased in strength in the elections – by 1797 the Directory could only rely on the support of a third of its members • The members of the Directory undermined its continued existence, e.g. the Coup of Floreal and Sieyes's actions in the coup of Brumaire. <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 the extent to which Russia changed under the Tsarist regime in the years 1906–14.</p> <p>Arguments and evidence for there being changes under the Tsarist regime in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Duma introduced a representative element into the autocracy at national level • The October Manifesto (1905) had granted the legal right to form political parties • Stolypin's agricultural reforms were designed to stabilise the countryside and modernise agriculture by undermining the commune • Financial pressure on the peasantry was lifted with the cancellation of redemption payments. <p>Arguments and evidence that change was limited in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Duma's functions and composition were altered by the government to preserve the Tsarist regime's powers, e.g. the new electoral law of 1907 • The Tsarist regime continued to rely on repression, e.g. Stolypin's 'pacification' of the countryside, 1906–09, the Lena goldfields massacre 1912 • Peasant land hunger remained an intractable problem • Nicholas II was temperamentally unsuited to the role of a modernising leader after the 1905 Revolution. <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 about how far popular discontent over food shortages was responsible for the collapse of the Tsarist regime in 1917.</p> <p>Arguments and evidence that popular discontent over food shortages were responsible for the collapse of the Tsarist regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The crisis of February 1917 began with working-class demonstrations in Petrograd protesting against bread shortages • The Tsarist police warned the government in late 1916 that food shortages in Petrograd were sharply increasing the likelihood of serious riots and disturbances in the city • Food shortages had a pronounced radicalising effect on the Petrograd working class, partly due to the rapid population growth in the city to boost industrial production • By 1917 only half the necessary food supplies were reaching the main cities and towns, which created mounting discontent with the regime among Russia's urban population outside Petrograd too. <p>Arguments and evidence that other factors were responsible for the collapse of the Tsarist regime should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Other economic problems (e.g. inflation and the inadequacy of the transport system) led to falling living standards and rising social discontent in the cities • The impact that Russia's poor military performance and Nicholas II's inadequate military leadership had on the standing of the regime • The unpopularity and inept actions of the Tsarina and Rasputin • Alienation of formerly pro-Tsarist groups by 1917, e.g. nobles and some industrialists. <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 the extent to which Bolshevik control of Russia, in the years 1917–24, relied on repression.</p> <p>Arguments and evidence that Bolshevik control relied on repression in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Bolsheviks' reliance on the Cheka and the Red Terror • The forced closure of the Constituent Assembly 1918 • Their use of economic compulsion, e.g. the policy of War Communism, 1918–21 • The ruthless repression of all forms of opposition, e.g. other political parties, Kronstadt mutiny and Tambov rising. <p>Arguments and evidence that Bolshevik control relied on other factors in these years should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Pragmatic measures to ensure Bolshevik survival, e.g. signing the punitive Treaty of Brest-Litovsk 1918 • The NEP, 1921, introduced as an economic concession to stabilise the regime • They gained a measure of popular support during the civil war – many viewed a Bolshevik victory as the best way to protect the 'gains' of the revolution. <p>Other relevant material must be credited.</p>