



# Mark Scheme (Results)

Summer 2023

Pearson Edexcel GCE  
In History (9HI0/2C)  
Advanced

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

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	1–3	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/ or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Section B

Target: AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	4–7	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	8–12	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	13–16	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
5	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
1	<p><b>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</b></p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the nature of the White Terror in the mid-1790s.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• Fréron, as one of the organisers of the coup of Thermidor, was actively involved in contemporary French politics and was therefore potentially in a good position to provide an informed account of the White Terror</li> <li>• The partisan nature of the source is reflected in the negative description of White Terror <b>violence ('ruthlessly hacked to pieces.', 'gangs of hired murderers', 'slaughtered in a murderous frenzy.'</b>)</li> <li>• <b>Fréron's account of the White Terror was mainly confined to events in Marseilles.</b></li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of the White Terror in the mid-1790s:</p> <ul style="list-style-type: none"> <li>• It indicates that, in Marseilles and other southern towns, those suspected of involvement in the Terror were rounded <b>up and imprisoned ('The prisons ... specific charge.'</b>)</li> <li>• It suggests that the brutal murder of these suspects in Marseilles and <b>elsewhere was driven by a public frenzy of revenge killings ('Everywhere ... massacres.', 'It was not hard ... terrorist.'</b>)</li> <li>• It indicates that royalists played a <b>key role in the White Terror ('royalists rounded up anyone they suspected of being a Jacobin.', 'Some of those responsible ... Company of the Sun.'</b>)</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The White Terror was a violent reaction against those seen as responsible for, or gaining from, the Terror of 1793-94; the bloodiest reprisals took place in the north-west and southern regions of France</li> <li>• The street killings and prison murders associated with the White Terror accounted for approximately 2,000 deaths in 1795</li> <li>• Royalists were involved in the White Terror, but most participants were not royalists and simply wanted revenge against the popular societies, the watch committees and the beneficiaries of the revolution.</li> </ul> <p>Source 2</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p>

Question	Indicative content
	<ul style="list-style-type: none"> <li>• Duval was an active member of the Gilded Youth in Paris and was therefore potentially in a good position to provide an informed account of the White Terror in the capital</li> <li>• The partisan nature of the source is reflected in Duval's use of language ('vulgar manners ... Jacobins.', 'the Jacobin masses ... were still a threat', 'our number was impressive.')</li> <li>• Duval's account of the White Terror was confined to the Gilded Youth's activities in Paris.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of the White Terror in the mid-1790s:</p> <ul style="list-style-type: none"> <li>• It indicates that the main target of the White Terror in Paris was the Jacobins ('they formed an army in Paris to oppose the Jacobin masses', 'mocking the Jacobins', 'To the Jacobin Club!')</li> <li>• It indicates that the Gilded Youth attracted young people from upper-class backgrounds who had been adversely affected by the revolution/Terror and middle-class adherents ('The Gilded Youth ... bourgeois people.')</li> <li>• It suggests that the Gilded Youth's anti-Jacobin activities in Paris escalated ('Initially, we ... to the Jacobins!', 'we punished ... entered the hall.').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Gilded Youth were vigilante anti-Jacobin gangs organised in Paris and south-eastern cities; numbering 2000-3000 in the capital, they attacked groups, symbols and institutions associated with the Terror of 1793-94</li> <li>• The Gilded Youth attracted the sons of suspects and the executed, clerical workers in banking and law, actors, musicians and army deserters; initially they roamed the streets targeting <i>sans-culottes</i> and Jacobins</li> <li>• By early November 1794, the Gilded Youth had begun to attack Jacobin Club meetings and the group's assault on the Jacobin Club (12 November) gave the Convention the pretext to close the club down permanently.</li> </ul> <p>Sources 1 and 2</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Both sources suggest that the Jacobins and their supporters were the principal targets of the White Terror in the mid-1790s</li> <li>• Both sources suggest that the White Terror was a violent form of popular reaction against the Terror of 1793-94</li> <li>• These points of agreement are reinforced due to the different positions of the authors (an organiser of Thermidor/government representative and a former member of the Gilded Youth).</li> </ul>

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

Question	Indicative content
2	<p>Answers will be credited according to <b>candidates' deployment of material</b> in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on <b>Rasputin's relationship with the Tsar and Tsarina</b> during the First World War.</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• The Tsarina was one of the three people involved and would thus be able to offer a first-hand account of the relationship between Rasputin and the royal couple</li> <li>• Its purpose and aims are evident from the tone of the language used by the Tsarina to try to persuade the Tsar to carry out <b>Rasputin's wishes</b> ('You had such ... Protopopov.', 'He says it is necessary ... remove them.')</li> <li>• The nature of the source (personal letters) suggests that the Tsarina is being candid about Rasputin's relationship with the imperial couple.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about <b>Rasputin's relationship</b> with the Tsar and Tsarina during the First World War:</p> <ul style="list-style-type: none"> <li>• It provides evidence of the close relationship Rasputin enjoyed with the Tsar and Tsarina through the personal references made to him in the <b>letters</b> ('Grigory did beg you', 'Our Friend')</li> <li>• It suggests that the Tsarina in particular was under the influence of <b>Rasputin</b> ('Our Friend says .... appointing him.', 'I must give you a message from Our Friend')</li> <li>• It provides evidence that Rasputin used his relationship with the royal couple to try to influence government decisions ('Grigory did beg you to name Protopopov', 'begs you to order the army to advance near Riga.').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• From 1905, Rasputin enjoyed a personal relationship with the Tsar and Tsarina because of his apparent ability to control the bleeding of their haemophiliac son, Alexis</li> <li>• The Tsarina, as an extremely devout woman, held Rasputin, a self-styled 'man of God', in high regard and defended him against all criticism</li> <li>• Through the Tsarina, Rasputin influenced <b>some of the Tsar's ministerial</b> appointments during the war, e.g. the appointment of Khvostov and Protopopov as Minister of the Interior in 1915 and 1916 respectively.</li> </ul> <p>Source 4</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p>



Question	Indicative content
	<ul style="list-style-type: none"> <li>As a senior diplomat with access to government ministers and the imperial court, Paléologue was likely to be well informed about <b>Rasputin's</b> relationship with the Tsar and Tsarina during the First World War</li> <li>The material in this source suggests that its main purpose was to draw a distinction between Rasputin's relationship with the Tsarina and his relationship with the Tsar ('No ... difference.', 'The Tsar's ... complete.')</li> <li>The personal nature of the source (a private diary) suggests that Paléologue is being candid about the relationship between Rasputin, Nicholas and Alexandra.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about <b>Rasputin's relationship</b> with the Tsar and Tsarina during the First World War:</p> <ul style="list-style-type: none"> <li>It suggests that Rasputin's relationship with the Tsarina was one of control and domination ('she lives in a kind of hypnosis.', 'she agrees and obeys at once.')</li> <li>It claims that the Tsar, in his relationship with Rasputin, exercised more independence of mind, particularly on political issues ('He never ... initiative.', 'The Tsar's independence ... political matter.')</li> <li>It indicates that Rasputin exerted a religious/ethical influence in his relationship with the Tsar ('However, on ... by Rasputin.', 'I feel myself immediately soothed and strengthened.').</li> </ul> <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>During the period of 'Tsarina's rule' from September 1915, Alexandra depended heavily on Rasputin's personal advice to defend a 'pure' autocratic system; she also facilitated Rasputin's system of patronage</li> <li>The Tsar did not always agree with Rasputin's views, regarding them as 'sometimes very strange', e.g. he ignored Rasputin's advice to order a military advance on Riga in 1915</li> <li>The Tsar chose to ignore evidence/reports of Rasputin's debauched lifestyle, preferring instead to view his religious demeanour when in the presence of the imperial family as a genuine sign from God.</li> </ul> <p>Sources 3 and 4</p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>Both sources indicate that Rasputin's relationship with the Tsarina was based on his influence over her and her dependency on him</li> <li>Both sources suggest that Rasputin attempted to use his relationship with the Tsar and Tsarina to influence important political and military decisions</li> <li>The points of agreement are reinforced due to the different positions of the authors (one of the three people in the relationship and a foreign ambassador posted to Russia).</li> </ul>

## Section B: indicative content

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

Question	Indicative content
3	<p>Answers will be credited <b>according to candidates' deployment of material</b> in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that, in the years 1789-90, the status and authority of the French monarchy was not seriously undermined.</p> <p>Arguments and evidence that, in the years 1789-90, the status and authority of the French monarchy was not seriously undermined should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• In 1789, the National Assembly rejected the idea that the monarchy should be abolished, accepted that the <b>King should keep 'supreme power'</b> and upheld the hereditary principle in the male line</li> <li>• Louis XVI was granted 25 million <i>livres</i> to ensure that the King's family could continue to live in a manner befitting its royal status</li> <li>• Louis XVI retained his executive functions and was responsible for the appointment of his own ministers, ambassadors and military commanders</li> <li>• The King maintained some legislative power in the form of a suspensive veto, which allowed him to delay or suspend laws created by the National Assembly, for up to four years.</li> </ul> <p>Arguments and evidence that, in the years 1789-90, the status and authority of the French monarchy was seriously undermined should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Louis XVI's royal status was effectively downgraded by his new title 'King of the French', which was intended to make clear that he did not own the kingdom of France and the French people were citizens, not his subjects</li> <li>• The Parisian crowd seriously undermined royal status/authority in the years 1789-90, e.g. the October Days (1789) forced the King to return to Paris and accept the August Decrees/Declaration of the Rights of Man</li> <li>• The National Assembly introduced measures that undermined crown patronage, feudal privilege and divine right, e.g. the August Decrees (1789) and the Civil Constitution of the Clergy (1790)</li> <li>• The National Assembly accepted the Declaration of the Rights of Man (1789), which introduced Enlightenment ideas that directly challenged the absolutist traditions of the French monarchy</li> <li>• <b>Louis XVI's reluctance</b> to accept these changes in 1789-90 clearly demonstrated that he considered they were seriously undermining his status and authority.</li> </ul> <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 about how significant the threat posed by the Vendée revolt was to the survival of the Republic in 1793.</p> <p>Arguments and evidence that the threat posed by the Vendée revolt to the survival of the Republic in 1793 was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Convention was forced to divert 30,000 troops from the revolutionary war front to deal with the Vendée rebels, thus undermining the war effort and increasing the risk of defeat for the Republic</li> <li>• Pro-royalist and anti-revolutionary sentiment in the Vendée undermined the Republic's provincial authority, e.g. rebels killed government officials, constitutional priests and National Guard members in the region</li> <li>• The Vendée rebels opposed key policies of the Republic, such as conscription and the civil constitution, and the authorities felt compelled to combat such defiance by establishing the Committee of Public Safety</li> <li>• The Vendée revolt posed a significant threat because it united elements from all three estates in an 'anti-Paris' coalition which was determined to preserve their traditional way of life.</li> </ul> <p>Arguments and evidence that the threat posed by the Vendée revolt to the survival of the Republic in 1793 was not significant/the threat posed by other factors to the survival of the Republic in 1793 was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Vendée revolt, as a very localised form of counter-revolution, failed to coordinate with the 'federalist revolts' elsewhere in France; this limited the threat posed by the revolt</li> <li>• The Vendée rebels were not a real threat to the survival of the Republic since they were poorly disciplined, not used to set-piece battles, and reluctant to move very far from their homes</li> <li>• The Republic was able to muster both the determination and the military resources to crush the revolt convincingly, e.g. the government's victory at Le Mans (Dec 1793), which left 15,000 rebels dead</li> <li>• Other factors posed more significant threats than the Vendée revolt, notably the foreign military threat to the Republic posed by the First Coalition in 1793.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
5	<p>Answers will be credited according to <b>candidates' deployment of material</b> in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how significant the spread of revolutionary activity was in the Russian Empire during the 1905 Revolution.</p> <p>Arguments and evidence that the spread of revolutionary activity was significant in the Russian Empire during the 1905 Revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Various groups, motivated by a range of grievances, participated in revolutionary activity in 1905 (e.g. workers, peasants, nationalities, the middle class, students and troops), forming an anti-<b>tsarist</b> 'coalition'</li> <li>• Revolutionary activity undermined the authority of the regime in the regions, e.g. by summer 1905, the Tsarist system had effectively lost control of about 15 per cent of rural Russia and many provincial towns</li> <li>• The significance of the scale/extent of popular protest and revolutionary activity forced the Tsarist regime to make meaningful concessions, e.g. the October Manifesto and reducing/abolishing redemption payments.</li> </ul> <p>Arguments and evidence that the spread of revolutionary activity was not significant in the Russian Empire during the 1905 Revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Fundamental divisions between opposition groups prevented co-operation, e.g. liberals and Marxists disagreed over capitalism and political violence, and the SRs and Marxists had different conceptions of socialism</li> <li>• 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</li> <li>• 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.</li> </ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' <b>deployment of material</b> in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the weaknesses associated with foreign intervention were primarily responsible for the defeat of the Whites in the Russian civil war.</p> <p>Arguments and evidence that the weaknesses associated with foreign intervention were primarily responsible for the defeat of the Whites in the Russian civil war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Only 200,000 foreign troops were sent to Russia and, since these were deployed defensively across three main areas, the intervention did little to strengthen anti-communism in Russia</li> <li>• Once the First World War was over, the rationale for foreign intervention was considerably weakened, since there was now no incentive to install a new government that was willing to fight Germany</li> <li>• Allied intervention did not pose a major threat to the Bolsheviks, since most foreign troops defended ports and arms depots and rarely engaged communist forces in battle</li> <li>• The temporary, limited and dispersed presence of foreign troops did little to hold the disparate White forces together or mobilise popular support, e.g. most British, French and US soldiers left in 1919</li> <li>• Britain sent around £100 million of supplies to the White forces but, due to incompetence and corruption, some of these resources ended up in Bolshevik hands and so assisted their war effort.</li> </ul> <p>Arguments and evidence that other factors/developments were primarily responsible for the defeat of the Whites in the Russian civil war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Bolsheviks possessed a core support group of committed workers and soldiers who wanted to protect the gains of 1917 and who saw the Reds as the best chance of achieving this</li> <li>• Bolshevik control of the heavily populated central Moscow-Petrograd area gave the Reds several advantages, including better transport links, access to the main armament factories and a large pool of potential conscripts</li> <li>• Peasants were generally inclined to support the Reds, partly because Lenin had legitimised their right to the land; White leaders wanted the peasants to give back most of the land they had seized in 1917</li> <li>• The Whites comprised different groups with different aims and beliefs; they could not agree on whether they were fighting for a monarchy, a republic, or a Constituent Assembly, e.g. Kolchak and the SRs</li> <li>• The main White forces (under Kolchak, Yudenich and Denikin/Wrangel) operated in different parts of Russia and this prevented the development of a unified military command and a co-ordinated fighting strategy.</li> </ul> <p>Other relevant material must be credited.</p>

