

Mark scheme

Sample assessment materials for first teaching September 2015

GCE History (9HI0/2C) Advanced

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

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"> • 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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	4–7	<ul style="list-style-type: none"> • Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	8–12	<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 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.
4	13–16	<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, although treatment of the two sources may be uneven. • 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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	17–20	<ul style="list-style-type: none"> • 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. • 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. • 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.

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"> • 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	4–7	<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 focus of the question. • 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. • 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	8–12	<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	13–16	<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.
5	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	<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 sources to consider how far the historian could make use of them to shed light on the problems facing France in the late 1780s.</p> <p>Source 1</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • Having travelled widely across France in the late 1780s, the author could potentially offer an informed view on some of the problems facing the country at that time • His interest in agriculture and economics, and his role as a campaigner for the rights of agricultural workers, would potentially give his observations about the impact of taxation greater credibility • The partisan nature of the source is evident from the use of emotional language to reinforce points ('degenerate... into absolute tyranny', 'A cruel aggravation of their misery'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing France in the late 1780s: <ul style="list-style-type: none"> • It provides evidence that ordinary French people had to shoulder the burden of taxation while the nobility and clergy were in many respects exempt ('All these oppressions fell... and corvées') • It indicates that the tax-enforcing role of the intendants and their deputies could lead to corruption ('He could exempt, change... at pleasure', 'Friends, acquaintances... miserable neighbours') • It suggests that the French taxation system of the late 1780s was inherently unfair ('A cruel aggravation... to see those who could best afford to pay, exempted', 'Noblemen in favour... lacked similar support'). 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: <ul style="list-style-type: none"> • The Third Estate had to pay a range of direct, capitation and indirect taxes, which imposed a disproportionate financial burden on the lower orders; the nobility paid the capitation and the vingtieme taxes but enjoyed a variety of tax exemptions • The intendants' power and often arbitrary decision making with regards to tax and other matters often made them deeply unpopular with local people living in their <i>generalities</i> (administrative districts) • The perceived unfairness of indirect taxation on food and drink during the economic distress of 1788–89, for example, led to violent popular opposition and growing resentment of the nobility's exemptions.

Question	Indicative content
	<p>Source 2</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • The <i>cahier</i> extract is based on the stated grievances of French peasants; while it potentially offers an informed view of the problems of rural society in the late 1780s, its purpose was to highlight only that which required redress • It is restricted in the sense that it considers the problems of just one French rural location during this period • Given that the king had requested this information, the peasants may have been more candid in expressing their grievances and opinions • The partisan nature of the source is evident from the use of emotional language to reinforce points ('petty tyrants', 'crippling and humiliating demands'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing France in the late 1780s: <ul style="list-style-type: none"> • It provides evidence that French peasants endured lives of poverty and toil ('taxed, asked for road services... contributions of all kinds', 'withered by poverty and shame') • It indicates that the nobility are responsible for the peasants' plight ('Oh petty tyrants... control our destinies!', 'Oh owners of noble estates... humiliating demands!') • It suggests that the nobility are indifferent to the peasants' suffering ('Leave for a time your palaces and chateaux... blunted senses', 'Glance at those unfortunate men'). 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: <ul style="list-style-type: none"> • Many peasants struggled to survive in the late 1780s due to the negative impact of poor harvests, the impact of the 'Eden Treaty' of 1786 on rural industries, and various taxes, tithes and feudal dues; about 10 per cent of the rural population was reduced to begging • The rural <i>cahiers</i> reveal that the peasants deeply resented the feudal dues (in the form of money payments or labour) they were compelled to discharge to the local noble • Nobles expected these feudal dues to be discharged by peasants and subjected them to seigneurial courts to uphold the feudal system. <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"> • Both sources indicate that by the late 1780s the lower orders in France were shouldering disproportionate economic burdens • Both sources suggest that another problem was that the nobility were not inclined to change this situation • The authors of both sources are sympathetic towards the lower orders in French society and critical of the problems they face.

Option C2: Russia in revolution, 1894–1924

Question	Indicative content
2	<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 sources to consider how far the historian could make use of them to shed light on the problems facing the Tsarist system during the First World War.</p> <p>Source 3</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • Milyukov's position as an informed political observer of the Tsarist government's problems during the First World War, so potentially offering genuine insights • The liberal and pro-duma stance of the author may influence the way in which problems are portrayed, for example the government is ignoring the duma and engaging in 'stupidity or treason' • This is just one politician's assessment of the problems facing the Tsarist system. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing the Tsarist system during the First World War: <ul style="list-style-type: none"> • It provides evidence of the breakdown in relations between the duma and the Tsarist government during the war ('we shall fight you with all legitimate means until you go') • It indicates that the government's fear of revolution was preventing it from organising the home front effectively ('to organise the country means to organise a revolution') • It suggests that the government would have to be fully responsible to the duma in order to mobilise support and prosecute the war effectively ('They must rely on this majority... in all their actions'). 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: <ul style="list-style-type: none"> • The government's inept handling of the war led to the formation of a Progressive Bloc (1915) in the duma which called for a 'ministry of national confidence' to run the war effort • Nicholas II compounded the Tsarist system's wartime problems by appointing incompetent ministers and refusing to accept political reform • The regime's failure to create a responsible duma-based government alienated educated society and made the Progressive Bloc a focal point of political opposition. <p>Source 4</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 evaluating the use of selected information and inferences: <ul style="list-style-type: none"> • The surveillance role of the Tsarist police within the autocratic system would make the report a potentially informed source regarding wartime domestic problems • The report's content is confined to Petrograd in October 1916 • The credibility of the report (which lists serious problems) is potentially enhanced by the fact it was produced by a Tsarist organisation.

Question	Indicative content
	<p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing the Tsarist system during the First World War:</p> <ul style="list-style-type: none"> • It provides evidence that the Tsarist system faced major economic problems that had an acute impact on the industrial proletariat ('impossibility of obtaining... many foodstuffs and essentials') • It indicates that, due to these pressures, the Petrograd working class had reached breaking point ('on the verge of despair', 'go to the wildest excesses of a hunger riot') • It suggests that worker discontent was becoming increasingly politicised and anti-Tsarist ('openly hostile attitude towards the government', 'protest... against the continuation of the war'). <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"> • The Tsarist regime faced major economic problems during the war, e.g. food and fuel shortages in the cities, severe inflation and the collapse of the transport system • Working class demoralisation and discontent became increasingly evident, e.g. the number of strikes doubled during 1915–16 • The growing radicalisation/politicisation of worker opinion, culminating in the strike movement of February 1917 • Other problems faced by the Tsarist system, e.g. the impact of Russia's poor military performance, peasant grievances <p>Sources 3 and 4</p> <p>The following points could be made about sources in combination:</p> <ul style="list-style-type: none"> • They suggest that the Tsarist system faced major political problems during the First World War, e.g. the growing rift between the government and the Duma and increasing worker opposition to the regime • There is agreement that the problems facing the Tsarist system are becoming increasingly serious • These points of agreement are reinforced due to the contrasting positions of the authors (the Tsarist police and a liberal politician critical of the Tsarist system).

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 the suggestion that, in the years 1789–91, Louis XVI's authority was only seriously undermined after his flight to Varennes.</p> <p>Arguments and evidence that Louis XVI's authority was seriously undermined only after his flight to Varennes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • In 1789, the National Assembly rejected the abolition of the monarchy and accepted that the king should keep 'supreme power' • The National Assembly in 1789 established that the king would still hold important functions, e.g. responsible for the appointment of ministers, and retain a suspensive veto over legislation • The flight to Varennes had catastrophic consequences for Louis XVI's authority in terms of a severe loss of public support • Following the flight to Varennes, the National Assembly suspended Louis XVI's authority completely from July to September 1791 • The National Assembly finally introduced a new constitution in September 1791, which severely curtailed his powers – for example he could no longer veto laws concerning the constitution and the Assembly now determined foreign policy and issued declarations of war. <p>Arguments and evidence that Louis XVI's authority was seriously undermined before his flight to Varennes should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The role of the Parisian crowd seriously undermined royal authority and control before June 1791, e.g. the October Days, 1789, forced Louis XVI to accept the August Decrees and the Declaration of the Rights of Man • The National Assembly issued the August Decrees in 1789, which abolished fundamental aspects of the <i>ancien regime</i> monarchy, e.g. crown patronage and feudal privilege • The National Assembly introduced the Civil Constitution of the Clergy in 1790, which also weakened Louis XVI's position by undermining divine right and crown patronage • The National Assembly accepted the Declaration of the Rights of Man in 1789, introducing Enlightenment ideas that directly challenged the absolutist traditions of the French monarchy • Louis XVI's resistance to these pre-Varennes changes clearly demonstrated that he considered they were seriously undermining his authority. <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 the significance of Robespierre's role in the development of the Reign of Terror in the years 1793–94.</p> <p>Arguments and evidence about the significance of Robespierre's role in the development of the Reign of Terror should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Robespierre led the Jacobins, supported the execution of the king and the overthrow of the Girondins, received <i>sans-culottes</i> support and favoured the development of the Terror • He was the most important member of the Committee of Public Safety from July 1793 and encouraged that body to take more radical action, e.g. the Law of Suspects, September 1793 • He made influential speeches, such as his December 1793 speech that made 'virtue' the new justification for the Terror • He supported the show trials and execution of the Herbertistes, March 1794 • He was made President of the Convention, June 1794, which gave him overall responsibility and the position of virtual dictator, e.g. Law of 22 Prairial, 10 June 1794 • The winding down of the Terror after Robespierre's fall in July 1794 suggests he had played a significant role in its development. <p>Arguments and evidence about the significance of other factors in the development of the Reign of Terror should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Early developments in the Terror took place before Robespierre had acquired an influential position, e.g. the establishment of the Revolutionary Tribunal in March 1793 • From February–March 1793 the Terror was driven by the need for greater central control and security during wartime • The power of the <i>sans culottes</i> was the radicalising force behind the Terror, e.g. they forced the dismissal of the Girondin deputies in June 1793 • The need to tackle federal revolt, e.g. the Vendée • The role of other influential leaders, e.g. Couthon and St. Just <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 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 the suggestion that the weaknesses and divisions of the opposition were primarily responsible for the failure of the 1905 revolution.</p> <p>Arguments and evidence about the primary responsibility of the opposition's weaknesses and divisions in bringing about the failure of the 1905 revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The protests of 1905 were generally uncoordinated and lacked clear purpose and leadership – workers, middle class and peasant protestors did not form a cohesive revolutionary bloc • Socialists were divided over the use of violence, e.g. isolated instances such as Moscow • Due to its fear of the masses, the middle class was reluctant to push the Tsarist regime too far, e.g. many accepted the October Manifesto • Peasant risings lacked coordination and were more prominent in 1902–03 than in 1905. <p>Arguments and evidence about the primary responsibility of other factors in bringing about the failure of the 1905 revolution should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The army remained loyal to the regime, e.g. the crushing of the Moscow rising • The government's introduction of the October Manifesto placated the right-wing section of the liberal opposition • The government's cancellation of mortgage redemption payments helped to dampen peasant discontent • The Tsarist system possessed the determination to survive, e.g. the policy of 'pacification' and dilution of constitutional concessions. <p>Other relevant material must be credited.</p>

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 on the suggestion that, in the years 1921–24, the NEP succeeded in bringing about political and economic stability to the USSR.</p> <p>Arguments and evidence that the NEP brought political and economic stability to the USSR in the years 1921–24 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The NEP helped to stabilise the agricultural and industrial sectors after War Communism, e.g. cereal and factory production increased • Introduction of a new currency provided an incentive to sell food and other goods again • The economic benefits of the NEP dampened peasant resistance to the regime • The NEP initially encouraged Bolshevik unity so the party would not succumb to splits and lose power. <p>Arguments and evidence that the NEP did not bring political and economic stability to the USSR in the years 1921–24 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The NEP left urban workers disaffected due to high unemployment, low wages and the privileges given to managers and bourgeois specialists • The destabilising impact of the 'scissors crisis' (1923) • Political divisions over the NEP within the Bolshevik Party • By 1924 the NEP had still not reached 1913 production levels. <p>Other relevant material must be credited.</p>