



Mark Scheme (Results)

October 2020

Pearson Edexcel GCE
In History (8HI0/2C)
Paper 2: Depth study

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

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

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk. Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk

Autumn 2020

Publications Code 8HI0_2C_2010_MS

All the material in this publication is copyright

© Pearson Education Ltd 2020

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 1(a)/2(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	1-2	<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 1(b)/2(b)

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.

		<ul style="list-style-type: none">• 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
1(a)	<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 position of the Third Estate in France before 1789.</p> <ol style="list-style-type: none"> 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 the Third Estate was the most industrious section of French society under the <i>ancien régime</i> ('All the hard work ... Third Estate.') It implies that the Third Estate had been unable to achieve its full potential under the <i>ancien régime</i> ('like a strong and robust man ... in chains.') It indicates that the privileged unjustly monopolised the higher positions in French society at the expense of talented and proven members of the Third Estate ('Without the privileged ... recognised service.') It implies that France would improve and succeed as a nation only if the value of the Third Estate was properly recognised ('contains everything ... complete nation.', 'Nothing can succeed ... Third Estate'). 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"> Sieyès came from a middle-class background and was a Catholic priest; he was therefore likely to be informed about the First and Third Estates Sieyès' purpose was to draw attention to the value of, and injustices facing, the Third Estate, as shown in his choice of language ('much better filled', 'hateful injustice') Sieyès' account was published in 1789 as the Third Estate's dissatisfaction with the <i>ancien régime</i> was mounting. 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"> The Third Estate was the largest (approximately 28 million people) and most economically productive section of French society, covering the bourgeoisie, peasantry and urban workers The 2.3 million bourgeoisie, including merchants, industrialists, financiers and business people, felt that their growing economic importance should be accompanied by greater political influence

- | | |
|--|--|
| | <ul style="list-style-type: none">• The Third Estate was burdened with a range of taxes, whereas the First and Second Estates had exemptions; the First and Second Estates dominated the important positions in French politics and society. |
|--|--|

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

Question	Indicative content
1(b)	<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 severity of the White Terror in the mid-1790s.</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"> • 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 • The partisan nature of the source is reflected in the negative description of White Terror violence ('ruthlessly hacked to pieces.', 'gangs of hired murderers', 'slaughtered in a murderous frenzy.') • Fréron's account of the White Terror was mainly confined to events in Marseilles. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It indicates that in Marseilles and other southern towns, those suspected of involvement in the Terror were rounded up and imprisoned ('The prisons ... specific charge.') • It suggests that the brutal murder of these suspects in Marseilles and elsewhere was driven by a public frenzy of revenge killings ('Everywhere ... massacres.', 'It was not hard ... terrorist.') • It indicates that royalists played a key role in the White Terror ('royalists rounded up their own suspects', 'Some of the people ... Company of the Sun.'). 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 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 south-east regions of France • The street killings and prison murders associated with the White Terror accounted for approximately 2,000 deaths in 1795 • 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.

--	--

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

Question	Indicative content
2(a)	<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 Stolypin's policy of repression in the years 1906-11.</p> <ol style="list-style-type: none"> 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 Stolypin's policy of repression in the years 1906-1911 ('He organised and carried out ... 3 June 1907') It suggests that Stolypin was central to the Tsarist regime's repressive response to the events of 1905-06 in Russia ('head of the counter-revolutionary ... 1911') It indicates that Stolypin carried out his repressive policies with the support of the nobility and the middle class ('Stolypin acted as the agent ... landed nobility.', 'he was able to turn ... advice.'). The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> The author was then living in exile and so would have been in a position to offer a candid assessment of Stolypin As a Marxist article, it shows how the Bolsheviks were attempting to use Stolypin's repressive policies to mobilise popular support against the Tsarist regime and its bourgeois supporters The article was written in October 1911 and this enabled the author to consider Stolypin's repressive policies over the whole of the specified period. 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"> Stolypin introduced a new electoral law in June 1907 designed to favour groups the regime deemed most loyal and exclude those viewed as unreliable; in the short term this produced a more cooperative Duma Under Stolypin's direction, the authorities unleashed an effective policy of repression to 'pacify' Russia after the 1905 Revolution, including the use of special military tribunals to dispense summary justice The Octobrists and right-wing parties supported Stolypin's repressive policies; some liberals also endorsed his hard-line approach as they feared that otherwise Russia would descend into chaos.

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

Question	Indicative content
2(b)	<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 impact of the New Economic Policy in the early 1920s.</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"> • The author had extensive first-hand experience of the Soviet Union and was therefore likely to be well informed about the impact of the NEP in the early 1920s • The credibility of the source (which considers the positive and negative impact) is potentially enhanced by the fact that it was produced by an outsider rather than a Bolshevik author • The content of the source is confined to the NEP's impact in Moscow in the early 1920s. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> • It indicates that the introduction of the NEP was unpopular with some Bolsheviks and working-class leaders but it benefited most workers ('communists and proletarian mouldy rations.') • It indicates that the NEP had a negative impact by facilitating gambling and corruption through the licensing of gambling halls and nightclubs ('the surface features ... but real enough.') • It suggests that the positive impact of the NEP, notably an increased supply of food and goods, outweighed the negative features ('In a single year ... just its surface features.'). 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 NEP was not popular with sections of the Bolshevik Party because it reintroduced capitalist competition and private property into the Russian economy and thus delayed the transition to socialism • The NEP had a negative impact by encouraging an increase in corruption, property speculation, prostitution and crime; there was also the conspicuous display of newly-acquired 'Nepmen' wealth

- | | |
|--|--|
| | <ul style="list-style-type: none">• Under the NEP economic recovery was evident by 1923 with food and goods flowing into the cities and cereal production and factory output up by 23 and 200 per cent respectively on 1920 figures. |
|--|--|

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 significant the flight to Varennes was in the failure of constitutional monarchy in France in the years 1791-92.</p> <p>Arguments and evidence that the flight to Varennes was significant in the failure of constitutional monarchy in France in the years 1791-92, should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • The flight to Varennes encouraged the growth of popular republicanism, e.g. in the aftermath the Cordelier Club and the radical press intensified their calls for Louis XVI's abdication • In response to Varennes, the Constituent Assembly voted to suspend the king until the constitution was completed; this temporary removal of the head of state encouraged those who favoured republicanism • The direction of the flight towards the Austrian forces massing over the border undermined constitutional monarchy by greatly increasing fears of a foreign-backed counter-revolution led by Louis XVI. <p>Arguments and evidence that the significance of the flight to Varennes was limited/other factors were more significant in the failure of constitutional monarchy in France in the years 1791-92 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The flight to Varennes was of limited significance in the failure of constitutional monarchy since Louis XVI was not overthrown until August 1792 • French 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 <i>sans-culottes</i> 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 monarchy, e.g. the response to the Brunswick Manifesto

	<ul style="list-style-type: none">• Church reform, notably the Civil Constitution of the Clergy (1790), led to opposition from Catholic bishops, priests and parishioners, which undermined 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 nature of the Terror changed in the years 1793-94.</p> <p>Arguments and evidence that the nature of the Terror changed in the years 1793-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Parisian <i>sans-culottes</i> were the popular driving force behind the Terror in 1793 (e.g. the General Maximum, the Law of Suspects) but were later marginalised by the Committee of Public Safety (CPS) • The Terror became increasingly centralised during 1794 under Robespierre and the CPS, e.g. Law on General Police, Law of 19 <i>Floréal</i> Year II and Law of 22 <i>Prairial</i> Year II • The Great Terror of June-July 1794 led to a rapid rise in the numbers guillotined, e.g. 244 in April 1794 rising to 659 in June and 935 in July • Under Robespierre the Terror was justified more on philosophical grounds to preserve the gains of the revolution and achieve a utopian 'republic of virtue'. <p>Arguments and evidence that the nature of the Terror did not change in the years 1793-94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Throughout 1793-94, the Terror was motivated by a desire to remove those perceived to be enemies of the revolution and to secure compliance through coercion and intimidation • Throughout the Terror, the victims were drawn from across the class spectrum, e.g. 25 per cent were bourgeois, 28 per cent were peasants and 31 per cent were workers • Throughout the Terror, the same regions of France were particularly affected by the violence, e.g. Paris, the Vendée and the Midi • During 1793-94, dechristianisation remained a persistent if unofficial feature of the Terror, resulting in the closure of most churches and up to 20,000 priests giving up their calling. <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 about the extent to which the success of the coup de Brumaire (1799) was due to the role played by Napoleon Bonaparte.</p> <p>Arguments and evidence that the success of the coup de Brumaire (1799) was due to the role played by Napoleon Bonaparte should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Napoleon's support for the coup was vital since, as an outstanding general, he provided the conspirators with a prominent figurehead or 'strong man' • Napoleon was popular with Parisians because of his military victories and this made it less likely that the coup would encounter significant resistance in the capital • Napoleon's participation ensured that a large proportion of the military supported the coup, e.g. Bonaparte took control of the Paris garrison containing approximately 100,000 men. <p>Arguments and evidence that success of the coup de Brumaire (1799) was not due to the role played by Napoleon/due to other factors and developments should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Napoleon proved a hindrance when addressing the Council of the Five Hundred and the deputies temporarily defied the plotters by reaffirming their loyalty to the constitution • Sieyès took the initiative and worked from within to replace the Directory since he feared growing unrest, political divisions and a weak executive would lead to a seizure of power by monarchists or radicals • 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 • Influential groups in French society failed to rally to the Directory's defence in 1799 because of the impact of the government's economic measures, e.g. the forced loan and the Ramel liquidation • 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). <p>Other relevant material must be credited.</p>

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

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how significant the opposition to Tsarism was in the years 1894-1905.</p> <p>Arguments and evidence that the opposition to Tsarism was significant in the years 1894-1905 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • By the early 1900s liberalism had strongholds in the universities and <i>zemstva</i> to press for constitutional and economic reform; this was reinforced in 1904 by the League of Liberation's banquet campaign • The SR Combat Organisation, formed in 1902, had some impact on the Tsarist regime through its campaign of political assassination, e.g. killing Interior Minister Plehve, the Tsar's closest adviser, in 1904 • Russia's disaffected groups (middle-class liberals, workers, peasants and national minorities) participated in protests and revolutionary activity in 1905, forcing the Tsarist regime to make concessions. <p>Arguments and evidence that the opposition to Tsarism was not significant in the years 1894-1905 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Liberal opposition to the Tsarist system had little influence in this period due to the relatively small size of the Russian middle class and liberal fears of inciting an all-engulfing mass revolt against autocracy • Marxist opposition had little impact because it attracted few adherents (40,000 by 1904), partly due to limited industrialisation; the Bolshevik-Menshevik split of 1903 also reduced the Social Democrat threat • The loosely organised Populists and Socialist Revolutionaries (SRs) were unable to mobilise the scattered peasant population into a viable opposition force; moderate-extremist divisions also weakened the SRs • Fundamental divisions between opposition groups prevented cooperation, e.g. liberals and Marxists disagreed over capitalism and political violence, and the SRs and Marxists had different conceptions of socialism • Throughout the period, Tsarism was able to rely on repression to contain the opposition, e.g. the Okhrana's use of infiltration tactics and military action.

	Other relevant material must be credited.
--	---

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that the February 1917 Revolution and the October 1917 Revolution were similar.</p> <p>Arguments and evidence that the February 1917 Revolution and the October 1917 Revolution were similar should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Both revolutions in 1917 were fuelled by the economic and social consequences of Russia's involvement in the First World War, e.g. rising inflation, deteriorating living conditions and industrial dislocation • Neither the Tsar in February 1917 nor the Provisional Government in October 1917 offered much resistance at the critical point when their authority was being directly challenged • In both revolutions, the army was not prepared to defend the government under threat, making its downfall virtually inevitable, e.g. the military in Petrograd effectively abandoned the Tsar and the Provisional Government • Both revolutions can be seen as popular revolts against authority, reflecting widespread public disillusionment with the government of the day; Petrograd was central to events in both revolutions. <p>Arguments and evidence that the February 1917 Revolution and the October 1917 Revolution were different should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • February 1917 represented a spontaneous popular protest against the failures of Tsarism whereas October 1917 amounted to a seizure of power by a small group of organised revolutionaries • February 1917 resulted in the Dual Power arrangement that constrained the authority of the Provisional Government; October 1917 led to the establishment of one-party government • February 1917 produced a 'honeymoon' period of political reform (e.g. an amnesty for political prisoners and freedom of speech and assembly) whereas October 1917 led quickly to political repression • February 1917 produced a cautious interim body that held power only until the election of the Constituent Assembly; October 1917 led to a government determined to hold on to power and implement radical change. <p>Other relevant material must be credited.</p>

Question	Indicative content
8	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the failure of foreign intervention in Russia was the main reason why the Bolsheviks were able to consolidate power in the years 1918-21.</p> <p>Arguments and evidence that the failure of foreign intervention in Russia was the main reason why the Bolsheviks were able to consolidate power in the years 1918-21 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Foreign interventionist forces rarely posed a direct military threat to the Bolsheviks, enabling the Red Army to consolidate communist power by focusing on their domestic White and Green opponents • Britain sent £100 million of supplies to the Whites but through incompetence and corruption some of this assistance ended up in Bolshevik hands, thereby boosting the resources the communists could deploy to consolidate power • Foreign intervention was counterproductive since it allowed the Bolsheviks to increase their support by portraying the communists as patriotic defenders of Russia and the Whites as the agents of foreign capitalism • Foreign intervention in Russia after November 1918 was uncoordinated, unpopular and confused; in the absence of a unified foreign military effort with clear aims, the prospect of communist consolidation was increased. <p>Arguments and evidence that the Bolshevik consolidation of power in the years 1918-21 was due to other factors or developments should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Treaty of Brest Litovsk prevented a German invasion, honoured a Bolshevik pledge to take Russia out of the war and enabled Lenin to focus on defeating the regime's internal enemies 'with both hands free' • The Bolshevik regime relied heavily on coercion and repression to consolidate its power in the years 1918-21, e.g. the Red Terror, closing the Constituent Assembly and crushing the Kronstadt Mutiny • The switch to the NEP in 1921 helped to consolidate the regime by improving living standards and offering rural Russia economic incentives that reduced peasant opposition to the Bolshevik regime • Propaganda and censorship were used extensively by the Bolshevik government to win over 'hearts and minds' and remove critics of the regime, e.g. closing down rival newspapers in 1918. <p>Other relevant material must be credited.</p>

