



Mark Scheme

Summer 2017

Pearson Edexcel
GCE In History (8HI02) Paper 2C

Advanced Subsidiary

Unit 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.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear

ii) select and use a form and style of writing appropriate to purpose and to complex subject matter

iii) organise information clearly and coherently, using specialist vocabulary when appropriate.

Generic Level Descriptors

Section A: Questions 1a/2a

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none">• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	6–8	<ul style="list-style-type: none">• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.• Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Section A: Questions 1b/2b

Target: AO2: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
1	1–2	<ul style="list-style-type: none">• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.• Some relevant contextual knowledge is included, with limited linkage to the source material.• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	3–5	<ul style="list-style-type: none">• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	6–9	<ul style="list-style-type: none">• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.• Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	10–12	<ul style="list-style-type: none">• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion.• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B

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

Level	Mark	Descriptor
	0	No rewardable material
1	1–4	<ul style="list-style-type: none"> • Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	5–10	<ul style="list-style-type: none"> • There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	11–16	<ul style="list-style-type: none"> • There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content

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

Question	Indicative content
1a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the trial of Louis XVI.</p> <ol style="list-style-type: none">1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none">• It suggests that the larger part of the Assembly had fomented public anger towards Louis XVI to rationalise his dethronement and support the pursuit of a republican political agenda ('The majority of form of government')• It indicates that public hostility towards the King aroused at this time was intense ('The rage which has been excited was terrible')• It indicates that even pro-monarchy groups in the Assembly were calling for Louis XVI's execution but in the belief that this would shock the nation into accepting traditional forms of authority ('such a catastrophe ... channels of loyalty')• It indicates that there were divisions within the Convention regarding the fate of the King ('the Convention is still in a great dilemma ... captive Monarch').2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">• Gouverneur Morris, as American Ambassador to France at this time, was in a good position to provide an informed account of the fate of Louis XVI after his dethronement• Morris was clearly critical of the King's treatment as shown in his choice of language ('stir up national hostility', 'urged to destroy their captive Monarch', 'The violent section declares against him')• The private nature of the source (a contemporary diary) suggests that Morris is expressing his views candidly.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• There were divisions within the Convention concerning Louis XVI's fate: Robespierre, Danton and Marat supported by the Montagnards favoured trial and execution (in line with the demands of the <i>sans culottes</i>) whereas Brissot and other Girondins accepted a trial but not execution• Two developments hardened opinion and sealed the King's fate – the discovery of incriminating correspondence between Louis and the Austrian royal family and Marat's proposal that each deputy should state publicly his decision on the King's guilt or innocence• Even then some 310 deputies subsequently voted for a reprieve revealing a moderate bloc in the Convention reluctant to support the King's execution.

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

Question	Indicative content
1b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the Terror in 1793-94.</p> <ol style="list-style-type: none">1. The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:<ul style="list-style-type: none">• As a former member of the Committee of Public Safety, Thibaudeau was in a good position to provide an informed account of the Terror• The partisan nature of the source is reflected in the negative description of the Terror ('subjected the nation to its bloody impact', 'led to atrocious suffering')• Since Thibaudeau's memoir was published in 1824, the passage of time may have influenced his recollections of the Terror (e.g. a desire to distance himself from any responsibility for the actions of the Committee of Public Safety).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 suggests that the Terror was widespread and affected the whole of France ('subjected the whole nation to its bloody impact')• It provides evidence that the Terror was indiscriminate and arbitrary ('no one was exempt', 'the Convention, as well as people, supplied its own victims', 'Robespierre ... its last victim', 'sacrificed friend and foe alike')• It suggests that, on balance, the Terror weakened rather than strengthened the Republic ('The Terror did more harm foe alike').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 Terror was not confined to one particular area of France e.g. one study has calculated that, of 17,000 official executions, 16 per cent took place in Paris, 52 per cent in the Vendee and 19 per cent in the south-east• The Terror did not target any one particular group e.g. of the victims about 28 per cent were peasants, 31 per cent were urban workers and 15 per cent were nobility and clergy• The Terror did weaken the Republic because the extremist policies of the CPS and CGS alienated many Catholics and bourgeoisie, and even the <i>sans culottes</i> became disillusioned with the revolutionary government's actions• The ferocity of the reaction to the Terror indicated the depth of popular hostility directed towards it.

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

Question	Indicative content
2a	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into Rasputin's relationship with the Tsar and Tsarina.</p> <ol style="list-style-type: none">1. The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source:<ul style="list-style-type: none">• It provides evidence of the close relationship Rasputin enjoyed with the Tsar and Tsarina through the personal references made to him in the letters ('Gregory did beg you', 'our Friend')• It suggests that the Tsarina in particular was under the influence of Rasputin ('our Friend says naming him', 'I must give you a message from our Friend')• It provides evidence that Rasputin used his relationship with the royal couple to try to influence government decisions ('Gregory did beg you to name Protopopov', 'begs you to order the army to advance near Riga').2. The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences:<ul style="list-style-type: none">• 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• 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 Rasputin's wishes ('You had such a good impression of Protopopov', 'He says it is necessary ... make them move')• The nature of the source (private letters) suggests that the Tsarina is expressing her views candidly.3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include:<ul style="list-style-type: none">• 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• The Tsarina, as an extremely devout woman, held Rasputin, a self-styled 'man of God', in high regard and defended him against all criticism• Through the Tsarina, Rasputin was able to influence some of the Tsar's ministerial and other appointments in 1915-16 but his ability to do this was exaggerated by political opponents.

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

Question	Indicative content
2b	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the difficulties facing Kerensky's government in 1917.</p> <ol style="list-style-type: none">The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences:<ul style="list-style-type: none">As a diplomat based in Russia at the time, Lockhart was in a good position to provide an informed account of the difficulties facing Kerensky's government in 1917The material in this source suggests that its main purpose was to assert that the fall of the pro-war Kerensky government was inevitable ('even if Kerensky had shot Lenin and Trotsky ... on his anti-war programme')Since Lockhart's memoir was published in 1932, the passage of time may have influenced his recollections of the Kerensky government's difficulties e.g. knowledge of the outcome for the Provisional Government may have encouraged an 'inevitability' approach to the problem of the war.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 suggests that the political elites had little control over the revolutionary process in 1917 and that the initiative resided with the people ('from the beginning control of the situation')It indicates that Kerensky's main difficulty arose from his insistence that Russia should continue to participate in the war ('It was because he would not make peace that Kerensky went under') and this facilitated the Bolsheviks' takeoverIt indicates that shooting Lenin and Trotsky would not have eased the Kerensky government's difficulties because other anti-war opponents would have replaced them and taken power ('some other anti-war leader ... on his anti-war programme').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 Provisional Government's authority was limited by its 'dual power' relationship with the popularly-based Petrograd Soviet; soviets were also created in all the major cities and towns across Russia as political vehicles for 'people power'The Kerensky government had little choice but to adopt a pro-war policy because of upper and middle class demands for territory, Russia's treaty obligations to the allies and fear that a German victory would dismember the empireContinued participation in the war led to mounting defeats (e.g. the June 1917 offensive), demoralisation and war-weariness which undermined Kerensky's government and led to growing support for the Bolsheviks' anti-war platform.

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 were financial problems of the 1780s in the fall of the <i>ancien regime</i> in France.</p> <p>Arguments and evidence that financial problems of the 1780s were significant in the fall of the <i>ancien régime</i> in France should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• France resorted to borrowing and additional taxation to fund a series of financially ruinous wars which intensified opposition to the <i>ancien régime</i> and encouraged the spread of Enlightenment ideas• The inefficient tax system generated widespread public discontent, limited state tax revenue and led the French monarchy to run up crippling Crown debts through loans• The cost of the French court (6 per cent of state expenditure) attracted growing criticism and venal titles compounded the problem of tax exemption• Louis XVI's Finance Ministers (notably Turgot, Necker and Calonne) failed to address these problems and by 1788 France was facing bankruptcy which sharpened divisions within French society. <p>Arguments and evidence that financial problems were not significant/other factors were significant in the fall of the <i>ancien régime</i> in France should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• France's financial problems were long standing which suggests that other factors were significant in triggering the onset of revolution in 1789• The Enlightenment and spread of new ideas challenged the structure and inequality of the <i>ancien régime</i>, a process aided by French involvement in the American War of Independence• A poor harvest in 1788 exacerbated rural poverty, substantially increased bread prices in urban areas (e.g. bread prices increased by 50 per cent in Paris) and contributed to an economic downturn which led to popular protests• Louis XVI's ill-judged actions also contributed to the onset of revolution by undermining the <i>ancien régime</i> e.g. he exiled the Paris Parlement in 1788, and called up the troops and abruptly dismissed Necker in 1789. <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 Louis XVI's failings were responsible for the collapse of constitutional monarchy in France in 1792.</p> <p>Arguments and evidence that Louis XVI's failings were responsible for the collapse of constitutional monarchy in France in 1792 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Louis seemed reluctant to accept the legitimacy of a constitutional monarchy, particularly after the Civil Constitution of the Clergy • The disastrous consequences of Louis' flight to Varennes (1791) and his proclamation to the French people undermined the support of moderate politicians and caused popular resentment • Louis' apparent willingness to listen to the advice of the anti-revolutionary sentiments of Marie Antoinette added to the mistrust of Louis' intentions • Louis' support for the threatened military intervention from Austria and Prussia encouraged the belief that he was becoming a threat to the security of France and secretly plotting to reinstate absolutism. <p>Arguments and evidence that other factors played a more important role in the collapse of constitutional monarchy in France in 1792 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The destabilising effects of France's economic problems in the early 1790s fuelled popular discontent and undermined the constitutional monarchy, e.g. poor harvests, rising prices and mounting unemployment • The role of the Cordeliers Club and the fraternal and popular societies in mobilising and politicising the Parisian sans-culottes against all forms of privilege e.g. the journées of June and August 1792 • The decisions of the National Assembly, and later the Legislative Assembly, undermined the effectiveness of constitutional monarchy • The impact of the war from April 1792 in radicalising opinion against the monarchy (e.g. the response to the Brunswick Manifesto). <p>Other relevant material must be credited.</p>

Question	Indicative content
5	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the extent to which the Directory was able to restore order in France in the years 1795-99.</p> <p>Arguments and evidence that the Directory was able to restore order in France in the years 1795-99 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Directory's constitutional arrangements (based on the Directory of five, the Council of Five Hundred and the Council of Ancients) prevented the concentration of power and avoided the extremism of 1793-94 • Two-thirds of the national debt was written off in September 1797 through the issue of bonds to government creditors which reduced interest payments and stabilised French finances at least for a time • Finance Minister Vincent Ramel reformed the taxation system in 1798 (by introducing four new direct taxes and making tax collection more efficient) which enabled the government to balance its books • The profits of war plunder provided the Directory with much-needed income e.g. defeated states in Germany paid 16 million <i>livres</i> in indemnities and those in Italy paid about 200 million <i>livres</i>. <p>Arguments and evidence that the Directory was unable to order in France in the years 1795-99 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The constitution of Year III, which established annual elections and provided no mechanism to resolve executive-legislature disputes or alter the constitution, failed to give the Directory political stability • The Directory was unable to deliver political stability, e.g. Babeuf's Conspiracy of Equals (1796), the Coup of Fructidor (1797), the Coup of Floreal (1798) and the Coup of Brumaire (1799) • Attempts to restore the Treasury's finances were not successful, e.g. the value of the <i>assignat</i> collapsed, the new currency became worthless, and the introduction of indirect taxes was unpopular • The monetary crisis of 1795-97 reduced purchasing power which undermined economic stability; the bonds issued to write off government debt quickly slumped in value which alienated government creditors, thereby removing a source of economic stability from the regime. <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 on how accurate it is to say that the Tsarist system survived the 1905 revolution due to the concessions made by Nicholas II.</p> <p>Arguments and evidence that the survival of the Tsarist system was due to Nicholas II's concessions should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Witte's October Manifesto, which introduced a constitution and offered the prospect of a representative government, drove a wedge between the liberals and the workers, thus weakening the anti-Tsarist forces• The government's decision to halve redemption payments immediately and scrap them entirely by 1907 dampened peasant unrest• Official pledges to improve military conditions reduced discontent in the armed forces. <p>Arguments and evidence that the survival of the Tsarist system was due to other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The key disaffected groups (liberals, peasants, workers, nationalists, students and workers) challenged the Tsarist system at different times, had different aims and failed to work together• The bulk of the army remained loyal to the regime, giving Nicholas II the capability to crush hard-line opposition such as the Moscow uprising• Under Durnovo and Stolypin, the authorities unleashed an effective policy of repression to 'pacify' Russia including the use of special military tribunals to dispense summary justice• The end of the Russo-Japanese war (1905) enabled the regime to strengthen its position with the return of troops from Manchuria in early 1906. <p>Other relevant material must be credited.</p>

Question	Indicative content
7	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on how accurate it is to say that lack of unity was the main reason for the defeat of the White forces in the Russian civil war.</p> <p>Arguments and evidence that lack of unity was the main reason for the defeat of the White forces in the Russian civil war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The Whites were made up of different groups who had entirely different aims and beliefs which made co-operation difficult and the formulation of an agreed political strategy impossible • 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 • Kolchak arrested and executed many Socialist Revolutionary members even though the SRs had been part of a joint anti-Bolshevik government at Omsk; thereafter the SRs staged revolts against Kolchak • The lack of co-ordination between the Whites and the foreign interventionist forces. <p>Arguments and evidence that lack of unity was not the main reason for the defeat of the White forces in the Russian civil war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • 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 • Bolshevik control of the heavily populated central area, gave the Reds several advantages, including better transport links, access to the main armaments factories and a large pool of potential conscripts • Peasants were generally inclined to support the Reds partly because Lenin had legitimised their right to the land but many peasants were coerced into joining the Bolshevik cause and many deserted from the Red Army • Denikin helped landowners recover their estates, and he and other White leaders, including Kolchak, made it clear that the peasants would have to give back most of the land they had seized in 1917. <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 on how significant the New Economic Policy was in the Bolshevik consolidation of power in the years 1921-24.</p> <p>Arguments and evidence that the New Economic Policy was significant in the Bolshevik consolidation of power in the years 1921-24 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The NEP by abolishing grain requisitioning and removing the ban on private trade offered rural Russia economic incentives which reduced peasant opposition to the Bolshevik regime • The new class of 'NEP men' assisted the regime in the short-term by linking the towns with the countryside and by undertaking many economic tasks that the cumbersome state planning system could not handle with efficiency • Economic recovery under the NEP helped to consolidate the regime by improving living standards e.g. by raising food production and increasing average wages for urban workers. <p>Arguments and evidence that the New Economic Policy was not significant/other factors were more significant in the Bolshevik consolidation of power in the years 1921-24 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Certain features of the NEP alienated sections of the population, undermining attempts by the regime to consolidate its power e.g. worker disillusionment with the NEP as unemployment rose steeply in 1921-22 • The Bolshevik regime relied heavily on coercion and repression to consolidate its power e.g. crushing of the Tambov revolt, establishment of GPU, outlawing of Mensheviks and SRs, attacks on the Church • Propaganda and censorship were used extensively by the Bolshevik government to win over 'hearts and minds' and remove critics of the regime e.g. anti-regime writers and scholars were deported and Glavlit introduced pre-publication censorship. <p>Other relevant material must be credited.</p>

