



Mark Scheme (Results)

Summer 2022

Pearson Edexcel GCE
In History (9HI0/02)

Paper 2: Depth study

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

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

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Summer 2022

Question Paper Log Number P69334A

Publications Code 9HI0_2C_2206_MS

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Generic Level Descriptors: Section A

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

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> • 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.

Level	Mark	Descriptor
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

Level	Mark	Descriptor
		<p>substantiating the overall judgement.</p> <ul style="list-style-type: none"><li data-bbox="379 197 1393 264">• 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 investigate Robespierre's role in the Terror.</p> <p>Source 1</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• As a former member of the Committee of Public Safety (CPS), Barère was potentially in a good position to provide an informed account of Robespierre's role in the Terror• The defensive nature of the source is reflected in the description of Robespierre's seemingly all-powerful role• Barère's recollections of Robespierre's role may have been influenced by a desire to limit or evade his own personal responsibility for the Terror. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about Robespierre's role in the Terror:</p> <ul style="list-style-type: none">• It implies that Robespierre was not reliant on the CPS or the Committee of General Security (CGS) and could act independently or with a few key allies ('the law was the work of Robespierre, Couthon and St-Just.')• It claims that Robespierre's prominent role in the Terror was based on Jacobin support and his organisation of revolutionary 'justice' ('support among the Jacobins ... the system of terror he had organised.')• It suggests that Robespierre's role in the Terror led to tensions with the Convention and divisions within the revolutionary government ('the forced silence ...their consent.', 'The Committees ... complained that...'). <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">• Robespierre was the most prominent CPS figure and played a major role in the Terror, e.g. he railroaded the Law of 22 Prairial through the Convention and this paved the way for the Great Terror (Jun-Jul 1794)• By spring-early summer 1794, Robespierre's seemingly dominant role was becoming less secure because he was starting to lose support, e.g. among Jacobin atheists and political pragmatists such as Barras

Question	Indicative content
	<ul style="list-style-type: none"> • Robespierre’s failure to consult over the Law of 22 Prairial alienated the the CGS (which responded by wooing the right wing of the Convention) and persuaded other CPS members that he was a dictator. <p>Source 2</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • As a well-educated and socially and politically well-connected contemporary, de Staël could potentially offer an informed view on Robespierre’s role in the Terror • The critical nature of the source is reflected in de Staël’s use of language (‘appalling Committee’, ‘his political fanaticism’, ‘fond only of power’) • The source was published in 1798 under the Directory, which enabled de Staël to express her views on Robespierre and the CPS candidly and without fear of retribution. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about Robespierre’s role in the Terror:</p> <ul style="list-style-type: none"> • It claims that Robespierre’s fanaticism and ambition contributed to the execution of many opponents during the Terror (‘However, his political fanaticism ... revolutionaries to the scaffold.’) • It implies that Robespierre played the most important individual role in the Terror and that his prominence was based on his ‘incorruptible’ reputation (‘No name ... except Robespierre.’, ‘Robespierre acquired ... self-interest.’) • It suggests that Robespierre attempted to strengthen his dominant role by creating the cult of the Supreme Being, an alternative civic religion to the Catholic faith (‘This was an attempt ... over his colleagues.’). <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"> • Robespierre’s role was circumscribed by the fact that he was only one of 12 CPS members, all committee decisions were collective, and he personally signed only a small number of the Committee’s decrees • Robespierre played a central role in the purge of the Hébertists and Indulgents, which enabled the CPS to pursue a policy of increasing terror and centralisation • Robespierre’s promotion of the cult of the Supreme Being (May-June 1794) led many deputies and committee members to conclude he was seeking to transform his role into a personal dictatorship or pseudo-Pope. <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 suggest that Robespierre played a central role in the Terror and was the leading member of the CPS • Both sources suggest that Robespierre’s role in the Terror alienated many of his

Question	Indicative content
	<p data-bbox="395 150 1002 183">colleagues in the committees and the Convention</p> <ul data-bbox="347 226 1362 327" style="list-style-type: none"><li data-bbox="347 226 1362 327">• These points of agreement are reinforced due to the different positions of the authors (a former member of the CPS and an informed and well-connected French writer).

Option 2C.2: 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 investigate the impact of War Communism in the countryside.</p> <p>Source 3</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none">• As a leading Menshevik, Dan was likely to be well informed about the impact of War Communism in the countryside• Dan's speech was designed to persuade the Eighth All-Russian Congress that War Communism should be abandoned• Dan clearly intended to portray War Communism as having a negative impact in the countryside, as shown in his choice of language ('purely coercive policy', 'food policy ... bound to fail.'). <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of War Communism in the countryside:</p> <ul style="list-style-type: none">• It indicates that War Communism had forcibly extracted a large quantity of grain from the peasants in 1920 ('the government extracted ... last year of its life.', 'has forcibly seized 300 million <i>pudy</i>.')• It indicates that War Communism had had a negative impact in the countryside in terms of agricultural production ('a decrease ... and profound agricultural decline.')• It suggests that War Communism would completely alienate the peasantry and seriously threaten the prospects for socialism in Russia ('unbridgeable gulf ... country.', 'far easier ... peasant class.'). <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">• During War Communism, around 150,000 Bolshevik activists and Cheka members formed requisition squads that went into the countryside to extract grain forcibly from peasant villages• Under War Communism, the peasants had no incentive to work since they were not paid for their grain or labour; consequently, by 1920, agricultural production had declined to just 60 per cent of its 1913 level• By 1920-21, the negative impact of War Communism in the countryside could be gauged from the fact that the Bolshevik regime had no effective control over rural areas in many southern and eastern provinces.

Question	Indicative content
	<p>Source 4</p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> • As a Bolshevik and a writer, the author was therefore likely to be well informed about the impact of War Communism in the countryside • Although written by a Bolshevik, the credibility of the source is potentially enhanced by the fact that it considers the negative impact of War Communism in the countryside • Since Serge’s account was published in 1951, the author had the advantage of hindsight in assessing the impact of War Communism in the countryside. <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of War Communism in the countryside:</p> <ul style="list-style-type: none"> • It indicates that, under War Communism, the regime expected the peasants to provide for urban workers, the armed forces and Bolshevik activists (‘The system for providing food ... and the party activists.’) • It indicates that attempts by the Bolsheviks to requisition grain forcibly under War Communism led to significant peasant resistance (‘driven away ... leave him by the roadside as a lesson for all.’) • It suggests that very few influential Bolshevik figures were prepared to acknowledge that War Communism was having a disastrous impact in the countryside (‘No one dared admit ... would not work.’). <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"> • Lenin later admitted that requisitioning to supply the army and workers often took all the available grain from peasant villages; this contributed to rural famine which resulted in six million deaths • To resist requisition squads and Bolshevik authority in the countryside, peasants formed their own violent opposition groups or joined larger peasant armies such as Makhno’s in the Ukraine and Antonov’s in Tambov • In February 1920, Trotsky argued requisitioning had to be abandoned due to its disastrous impact on food production and rural society, but Lenin and other leading Bolsheviks would not consider a more flexible policy. <p>Sources 3 and 4</p>

Question	Indicative content
	<p data-bbox="300 192 1166 226">The following points could be made about the sources in combination:</p> <ul data-bbox="347 266 1374 591" style="list-style-type: none"><li data-bbox="347 266 1374 378">• Both sources indicate that War Communism had a negative impact on the countryside because it led to widespread peasant resistance to grain requisitioning<li data-bbox="347 418 1374 490">• Both sources suggest that War Communism had alienated rural society to such an extent that the Bolshevik regime/prospects for socialism were under threat<li data-bbox="347 530 1374 591">• These points of agreement are reinforced due to the different positions of the authors (a senior Menshevik and a prominent Bolshevik writer).

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 about the significance of the challenge to the <i>ancien régime</i> posed by rural poverty and urban food prices in France in the 1780s.</p> <p>Arguments and evidence that the challenge to the <i>ancien régime</i> posed by rural poverty and urban food prices in France in the 1780s was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Poor harvests in the years 1781-87 increased rural poverty and urban food prices and led to rising tensions, as peasants and urban workers suspected tithe-owners and nobles of hoarding and speculating• The end of relative agricultural prosperity in the early-mid 1780s encouraged many peasants and urban workers to become politicised for the first time in their protests against the nobility• A disastrous harvest in 1788, due to extreme weather, increased bread prices by 50 per cent in Paris; this caused severe hardship among the capital's workers and hardened anti-government feeling• Rural poverty following harvest failure in 1788, the impact of the calling of the Estates-General and the fall of the Bastille, led to the peasant mass hysteria of the 'Great Fear' against landowners and 'brigands'. <p>Arguments and evidence that the challenge posed by rural poverty and urban food prices was not significant/the challenge to the <i>ancien régime</i> posed by other factors/developments in France in the 1780s was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Rural poverty and urban food prices were long-standing problems, which suggests other factors offered a more significant challenge to the <i>ancien régime</i>, e.g. harvest failures in 1781-82, 1785-86, 1787 and 1788• Enlightenment ideas posed a fundamental challenge to the foundations of the <i>ancien régime</i>, radicalised informed Third Estate opinion and mobilised members of the younger nobility who were critical of the old system• Louis XVI's determination to preserve absolutist rule and his ill-judged decisions played a significant role in undermining the <i>ancien régime</i>, e.g. he exiled the Paris Parlement (1788) and dismissed Necker (1789)• Louis XVI's Finance Ministers, notably Turgot, Necker and Calonne, failed to address France's serious financial problems and, by 1788, France was facing bankruptcy, which sharpened divisions within French society• French involvement in the American War of Independence encouraged the spread of more liberal ideas, following the colonists' victory, which encouraged growing demands for reform in France• Office-holding in the royal bureaucracy was based on venality, which led to waste, corruption and incompetence, and also fed the resentment of those bourgeois professionals who were excluded from the system. <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the suggestion that the role played by Sieyès was the main reason for the success of the coup de Brumaire in 1799.</p> <p>Arguments and evidence that the role played by Sieyès was the main reason for the success of the coup de Brumaire in 1799 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Sieyès' election as a Director (May 1799) gave a notable opponent an insider position; he worked from within to replace the Directory, fearing political instability would lead to a monarchist or radical seizure of power • Sieyès realised that many of the government's critics wanted a return to strong leadership; he also saw that, with the French armies achieving victories again and the Councils in confusion, a coup was feasible • Sieyès invited Napoleon to participate, since he knew that a successful coup required military support and a capable army officer who inspired loyalty within the ranks and popular support • Sieyès, and others, used the pretext of a Jacobin plot in the Council of the Five Hundred to persuade the Council of Ancients to move to Saint-Cloud, a location where the Ancients were more vulnerable to a coup attempt. <p>Arguments and evidence that the role played by Sieyès was not the main reason for the success of the coup de Brumaire in 1799 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 he provided the conspirators with a prominent and popular figurehead; 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 • 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 • Other individuals made important contributions to the success of the coup, e.g. Director Barras acted as an 'inside' co-conspirator and Talleyrand introduced Sieyès to Napoleon and backed the coup • 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
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 suggestion that the nature of Tsarist autocratic rule was transformed in the years 1894-1914.</p> <p>Arguments and evidence that the nature of Tsarist autocratic rule was transformed in the years 1894-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• The establishment of the duma in 1906 introduced an elected national legislative body, which had not existed before, and which was prepared to criticise the Tsar's government• Nicholas modified his attitude and coexisted (albeit uneasily) with the duma; he resisted calls from some of his ministers to strip the duma of its powers and turn it into a purely consultative body• The October Manifesto (1905) granted the legal right to form political parties and these were, within limits, free to criticise the Tsarist government; such a system did not exist before 1906• From 1906, the Tsarist regime had a constitution of sorts in the form of the Fundamental Laws and a freer press that helped to encourage public political debate• From the early 1890s, the government attempted to modernise Russia in order to strengthen Tsarist rule economically and in terms of popular support, e.g. Witte's industrial measures and Stolypin's agrarian reforms. <p>Arguments and evidence that the nature of Tsarist autocratic rule was not transformed in the years 1894-1914 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none">• Throughout the period, the Tsarist government continued to rely on repression to maintain control, e.g. in 1901, the army was used 300 times to deal with strikers and Stolypin's rural 'pacification' in 1906-09• The autocratic structure of the government remained largely intact during these years, e.g. the lack of reform before 1905, the Fundamental Laws of 1906 and the impact of the 1907 Electoral Law• Throughout the period, Nicholas II was temperamentally unsuited to leadership in the modern age, e.g. his enduring belief in divine right and autocracy, and his dislike of the duma and reforming ministers• The revolutionary parties (Social Democrats, Populists and Social Revolutionaries) were too weak in the years 1894-1914 to exert significant political pressure to change the regime

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| | <ul style="list-style-type: none">• Liberal attempts to reform the Tsarist autocratic system during this period were hampered by the relatively small size of the Russian middle class and liberal fears of inciting an all-engulfing mass revolt against autocracy. |
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Other relevant material must be credited.

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the suggestion that Kerensky's flawed leadership was the main reason for the fall of the Provisional Government in 1917.</p> <p>Arguments and evidence that Kerensky's flawed leadership was the main reason for the fall of the Provisional Government in 1917 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • As Prime Minister, Kerensky was unable to build a strong government and could only establish a fragile liberal-socialist coalition, which failed to provide either stability or dynamism • Kerensky failed to deal effectively with the growing internal threat posed by Lenin and the Bolsheviks from the summer of 1917 • Kerensky's authority, and that of the government, was badly damaged by continued Russian involvement in the war, e.g. the failure of the June Offensive with its high casualty and desertion rates and loss of territory • Kerensky's suspected collusion with Kornilov's counter-revolutionary plans (August 1917) seriously damaged his government's credibility with the Petrograd working class and boosted Bolshevik membership and support • Kerensky failed to provide solutions to key problems that undermined the credibility of the government, e.g. rising inflation and the issue of land redistribution. <p>Arguments and evidence that Kerensky's flawed leadership was not the main reason for the fall of the Provisional Government in 1917 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • Lenin and the Bolsheviks were skilled, resourceful and ruthless opponents of the Provisional Government, e.g. effective propaganda on key issues, a concentrated activist base in Petrograd and an organised coup in October • The authority of the Provisional Government was undermined from the outset by the rival Petrograd Soviet, e.g. Order No. 1 and Order No. 2 • The Provisional Government's status as an interim body (holding power until the Constituent Assembly was elected) weakened the executive by giving the impression it was riven with indecision and delay • Kornilov's attempt to impose a military dictatorship in August 1917 exposed the weakness of the Provisional Government, since the latter had to rely on forces mobilised by the Petrograd Soviet to foil the coup • Kerensky's actions during the July Days protected the Provisional Government by

	<p>averting a Bolshevik seizure of power in Petrograd, e.g. the arrest of 800 Bolshevik activists and the disarming of the Red Guard.</p>
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Other relevant material must be credited.