

Examiners' Report  
June 2018

GCE History 8HI0 2C

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# Introduction

It was pleasing to see candidates able to engage effectively across the ability range in this, the third year of the reformed AS Level Paper 2C which covers the options France in revolution, 1774-1799 (2C.1) and Russia in revolution, 1894-1924 (2C.2). The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts – cause, consequence, change/continuity, similarity/difference and significance.

Generally speaking, candidates found Section A more challenging mainly because some of them were still not clear on what was meant by ‘value’ and ‘weight’ in the context of source analysis and evaluation. The detailed knowledge base required in Section A to add contextual material to support/challenge points derived from the sources was also often absent. Having said this, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, few candidates produced wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important.

The candidates’ performance on individual questions is considered in the next section.

## Question 1

On Question 1(a), stronger responses demonstrated clear understanding of the source material on Louis XVI's attitude to the French Revolution in the early 1790s and showed analysis by selecting some key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the Convention stirred up popular hostility to justify Louis's dethronement). Knowledge of the historical context concerning Louis XVI's trial was also confidently deployed in higher scoring answers to explain or support inferences, as well as to expand or confirm some matters of detail (e.g. the King was hostile to the Assembly and wanted it to negotiate new terms with him). In addition, evaluation of the source material was related to the specified enquiry, and based on valid criteria, such as political motivation, to show the value of the source. Similarly, explanation of utility referred relevantly to the nature or purpose of the source material or the position of the author (e.g. the author was a royalist French general and therefore likely to be well informed). Weaker responses demonstrated limited understanding of the source material on Louis XVI's attitude to the French Revolution in the early 1790s and attempted some analysis by selecting and summarising information and making basic/undeveloped inferences relevant to the question (e.g. Louis XVI was unhappy with the revolution). Lower scoring answers also tended to add limited contextual knowledge to information taken from the source material to expand or confirm some points but these were not developed very far. Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often drifted into 'lack of value' arguments. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. the author was a Marquis and so had unbiased views on Louis's attitude).

On Question 1(b) stronger responses demonstrated understanding of the source material on Robespierre's role in the Great Terror and showed analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. Robespierre acted independently in the Great Terror). Knowledge of the historical context concerning the Terror was also confidently deployed in higher scoring answers to explain or support inferences as well as to expand, confirm or challenge some matters of detail (e.g. there were 12 members of the Committee of Public Safety and all decisions were collective). In addition, evaluation of the source material was related to the specified enquiry, and explanation of weight referred relevantly to the nature or purpose of the source material, the position of the author (e.g. as a former member of the Committee of Public Safety, the author may have attempted to blame Robespierre for the actions taken during the Great Terror), or knowledge of the historical context to support/challenge the source content. Judgements were also based on valid criteria such as individual/collective responsibility for actions taken during the Great Terror. Weaker responses demonstrated limited understanding of the source material on Robespierre's role in the Great Terror and attempted some analysis by selecting and summarising information and making undeveloped inferences relevant to the question (e.g. Robespierre had much public support). Lower scoring answers also tended to add limited contextual knowledge to information taken from the source to expand or confirm points but this was not developed very far (e.g. Robespierre's prominent role on the Committee of Public Safety). Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often lacked focus on either the 'has weight' or 'doesn't have weight' aspect of the question. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. the author could be relied on because he had been a member of the Committee of Public Safety).

(This is for part (a)) An historian enquiring into Louis XVI's attitude towards the French Revolution in the early 1790's, would find some value in source 1, to aid them. The source was written a few years later, by someone who was present, and as, both a marquis and a general would have known Louis personally, <sup>which</sup> ~~is~~ indicated by the opening line, 'The King often told me...'

The source would have value to an historian, as it supposedly gives us a look at Louis XVI's attitude at the time, claiming Louis' 'character' shows he was committed to the Constitution and reform. And that he would have allowed the Assembly and the reforms to remain, so long as the Constitution was 'improved', assumingly in his favour. The fact that the source was written by an associate of Louis' helps to confirm this as his ~~is~~ attitude, but also makes it questionable as to whether he is trying to simply defend the King.

The source is also <sup>however</sup> not valuable to an historian enquiring into Louis XVI's as it could very easily be skewed in favour of Louis as it was written by a royalist, who would want to defend him. The source makes unsupported claims, such as stating Louis would 'observe the constitution', when he instead

(This is for part (a)) takes advantage of the powers he was granted, retaining new reforms on multiple occasions leading to a 'constitutional crisis'. Source 1 also claims Louis 'would only [employ] some it as a suitable arrangement' was not reached, when in reality he believed himself ruled by 'divine right' so was for absolutism. The first claim made by the source as well was that Louis thought it disgusting to 'leave France and put himself at the head of an army,' although that is exactly what he tried to do, with his flight from Paris.

Therefore source 1 is limited in value for use by an historian enquiring into Louis XVI's attitude towards the French Revolution in the early 1790's, as although it was written by an associate of Louis, it appears to be heavily skewed in his favour as it was written by a 'committed royalist.'



(This is for part (b)) An enquiry into Robespierre's role in the Great Terror would find some ~~value~~ use for Source 2, as it was written by someone at the time, who was a member of the Committee of Public Safety, the body behind the Terror, and would have known Robespierre personally.

Source 2, although having ~~some~~ weight behind its evidence, does not directly discuss Robespierre's role, but rather blame shifts his acquiring of power from the rest of the CP3, to Robespierre himself, however it does not criticise nor blame him. The source in fact appears to be pro-Robespierre <sup>by</sup> ending ~~with~~ with him having 'the strictest virtues, the most absolute devotion and the purest principles'.

On the other hand, from what Source 2 states, we can tell that Robespierre had the central role, due to his own making, as he 'enjoyed an immense popularity', so by the time of the National Convention, Robespierre had gained so much... [he was] the dominant figure', allowing us to infer his important role in France, not just government, especially ~~also~~ in the Committee of Public Safety.

An enquiry into Robespierre's role in the Great Terror, would find Source 2's ~~was~~ evidence has weight, as Robespierre had indeed become prominent in government during the Legislative Assembly and later the National Convention, becoming the head of the

(This is for part (b)) Committee of Public Safety, which effectively became a dictatorship of France.

An enquiry into the role of Robespierre during the Great Terror would find some weight to source 2 as it is from the time, by someone who would have known Robespierre personally. However the source is not directly about Robespierre's role, especially during the Great Terror, but does help us understand that he was in power and how he got there.



**ResultsPlus**  
Examiner Comments

This is a mid-level response (Level 2 for 1(a) and Level 3 for 1(b)). It (1) demonstrates some understanding of the source material (2) deploys some contextual knowledge to support inferences and confirm/challenge matters of detail and (3) evaluates the source material in the light of the specified enquiry and reaches a judgement. Note in 1(a) how the candidate drifts into irrelevant 'lack of value' comments.



**ResultsPlus**  
Examiner Tip

Look at the detail of the provenance of the two sources to see what might give value or weight of the source – e.g. in this case in 1(b) the source was written by a member of the Committee of Public Safety who was therefore likely to be an informed observer but may also seek to distance himself from the Terror by inflating Robespierre's role.



## Question 2

On Question 2(a), stronger responses demonstrated a clear understanding of the source material on the reasons for the February Revolution in 1917 and showed analysis by selecting some key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the onset of the February Revolution was not politically motivated). Knowledge of the historical context concerning the reasons for the February Revolution in 1917 was also confidently deployed in higher scoring answers to explain or support inferences, as well as to expand or confirm some matters of detail (e.g. revolutionary parties, such as the Bolsheviks, played little part in the February Revolution). In addition, evaluation of the source material was related to the specified enquiry, and based on valid criteria, such as the nature and extent of popular discontent, to show the value of the source. Similarly, explanation of utility referred relevantly to the nature or purpose of the source material or the position of the author (e.g. although a leading Socialist Revolutionary, Chernov makes no partisan claims which enhances the credibility of his account). Weaker responses demonstrated limited understanding of the source material on the reasons for the February Revolution in 1917 and attempted some analysis by selecting and summarising information and making basic/undeveloped inferences relevant to the question (e.g. there was widespread discontent). Lower scoring answers also tended to add limited contextual knowledge to information taken from the source material to expand or confirm some points but these were not developed very far (e.g. brief comments on the domestic impact of the First World War). Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often drifted into 'lack of value' arguments. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. as a government minister, Chernov would be unbiased).

On Question 2(b) stronger responses demonstrated understanding of the source material on Bolshevik views on making peace at Brest-Litovsk in 1918 and showed analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. Trotsky's preferred strategy was naïve and ignored the realities of power politics). Knowledge of the historical context concerning Bolshevik views on making peace at Brest-Litovsk in 1918 was also confidently deployed in higher scoring answers to explain or support inferences as well as to expand, confirm or challenge some matters of detail (e.g. the Bolsheviks had three key views on making peace, championed respectively by Lenin, Trotsky and Bukharin). In addition, evaluation of the source material was related to the specified enquiry and explanation of weight referred relevantly to the nature or purpose of the source material, the position of the author (e.g. Lenin, in addressing the Bolshevik Central Committee, was attempting to persuade the party to follow his preferred approach to peace-making) or knowledge of the historical context to support/challenge the source content. Judgements were also based on valid criteria such as the weakness of Russia's military position or Bolshevik realism. Weaker responses demonstrated limited understanding of the source material on Bolshevik views on making peace at Brest-Litovsk in 1918 and attempted some analysis by selecting and summarising information and making undeveloped inferences relevant to the question (e.g. Lenin was prepared to make concessions to leave the war). Lower scoring answers also tended to add limited contextual knowledge to information taken from the source to expand or confirm points but this was not developed very far (e.g. brief details of the terms of the Brest-Litovsk treaty). Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often lacked focus on either the 'has weight' or 'doesn't have weight' aspect of the question. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. Lenin, as leader of party, spoke for all Bolsheviks on making peace at Brest-Litovsk).

(This is for part (a)) This source is an extract from 'The Great Russian Revolution' written by the founder of the Social Revolutionary party and Minister of Agriculture for the provisional government - Victor Chernov, he describes his views on the February ~~Rev~~ Revolution and states that the revolution was not politically motivated but a reaction to the war and lack of supplies that consequently followed the first world war, he writes "Neither the Bolsheviks, nor the Mensheviks, nor the Social Revolutionaries led the workers of Petrograd ~~to~~ on to the streets." This is significant ~~as~~ as he denies his own parties involvement in the February revolution and this is valuable due to the fact Chernov is making an effort to ~~to~~ exclude his influence for the sake of accuracy as he could easily exaggerate his own involvement to make himself seem more influential, instead he says "It was something mightier than they: hunger", to portray the real reasons they protested and to emphasize their anger with the lack of food and supplies due to the war. Chernov says that the riots began due to the lack of bread in the bakeries and because they had no leader, it was not really a revolution but

(This is for part (a)) A demonstration of public anger that started out as sporadic urban strikes, such as the strike at Putilov steelworks ~~and~~ which paralysed Moscow and the strikes on International Women's Day where the women protested the lack of bread and demanded an end to war as well as better living and working conditions for urban proletarians. However, this source is valuable into an enquiry into the events and causes of the February revolution as it outlines the fact that it was not a politically motivated revolution with a leader, when Chekov writes "There was disorders but still no revolution" but the political parties and revolutionaries were still involved, when Chekov writes "every revolutionary and democratic group rushed headlong into the mass protests" It shows us how the revolutionaries tried to take advantage of the already angered crowd by creating slogans that connected with the angered population, when Chekov says ~~the~~ many revolutionaries tried to attract the workers "with definite and militant political slogans". This is a valuable ~~to~~ source as it explores how the revolution started and how it eventually developed further throughout the year after Lenin's return and his 'April Thesis' provided the ~~same~~ proletarians with slogans in the same ~~technique~~ ~~that~~ technique used to further provoke the angered protesters in the February Revolution, and also capture the

(This is for part (a)) Main needs of the workers, army and peasants with the slogan "peace, land, bread". Since ~~the~~ Chekovs memoirs "The Great Russian Revolution" was published in 1936 and not 1917 he ~~was~~ is capable of making rational judgements and ~~has~~ is able to look back in hindsight, therefore making this source more valuable ~~and~~ for an enquiry into the causes ~~of~~ of the February revolution.



(This is for part (b)) This source is a speech from Lenin, he is discussing the peace settlement at Brest-Litovsk and is trying to convince the Bolshevik party that his way ~~is~~ ~~best~~ of acquiring peace with the Germans will be less disastrous long-term.

This source ~~is~~ holds a significant amount of weight for an enquiry into Bolshevik views on peace at Brest-Litovsk as it is being announced by Lenin who is attempting to justify the acceptance of a harsh treaty for the purpose of long-term security for Russia, it is also valuable as ~~it is~~ ~~the~~ Lenin discusses other views from within the Bolshevik party as he says "halting the war, refusing to sign a peace ~~treaty~~ and demobilising the army -" it is giving us further enquiry into suggested tactics about dealing with peace at Brest-Litovsk and not just Lenin's limited point of view as he mentions Trotsky's idea however then refuses this as a good idea by calling it "international political showmanship" - This is evidence for Lenin's limited loyalty towards Russia as he is a known international revolutionary and wished to spread the influence of communism worldwide, ~~as communism~~ he justifies the need for immediate peace with Germany by saying "we will strengthen German imperialism enormously and will have to make peace all the same, but peace will be worse" suggesting that the Germans would make

(This is for part (b)) the Treaty far harsher if they do not agree sooner.

However this source offers limited insight into the decisions among the Bolsheviks as they were nearly divided on this issue of peace with Germany and the Bolshevik party had split and a left Bolshevik party emerged; this is not portrayed in his speech and instead he focuses on the need for party loyalty ~~to~~ to secure the peace treaty at Brest Litovsk. Lenin really wanted to consolidate the revolution instead of securing Russia or keeping its prestige intact, this is evident when he says ~~to~~ if they sign they will "get a chance to consolidate what we have won", Lenin wanted to end the war as it had been one of his big main promises to the proletarians and army in the popular chant "peace, land, bread" - if he did not deliver this then he would have lost all credibility to his supporters and the revolution would not be consolidated or even continued further, due to this, it was important for Lenin to get a real peace treaty with Germany at any price, even  $\frac{1}{3}$  of ~~the~~ Russia's natural resources and a majority of the population of European Russia (Poland) to Germany. Due to Lenin's ulterior motives this source



(This is for part (b)) carries ~~less~~ a limited amount of weight ~~that~~ for an enquiry into the Bolsheviks views on peace, as only Lenin is speaking and demanding total party loyalty from the Bolsheviks ~~in 1918~~.

However their strategy worked as German forces withdrew and retreated over the fall of the German front in 1918.



**ResultsPlus**  
Examiner Comments

This high level response (Level 3 for 2(a) and Level 4 for 2(b)) demonstrates a number of strengths when tackling a Section A question: it understands/interrogates the source material; it deploys historical knowledge to support inferences and confirm/challenge matters of detail; and it evaluates the source material in the light of the specified enquiry and reaches a judgement. Note in 2(a) how the analysis is precisely targeted on value.



**ResultsPlus**  
Examiner Tip

Make sure your inferences are supported with your own contextual knowledge. Use specific detail about the position the writer is taking and his/her purpose in doing so.

### **Question 3**

On Question 3, stronger responses targeted the reasons for the onset of the French Revolution in 1789 and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (the failings of Louis XVI and his ministers in the 1780s) and a range of other factors (e.g. the impact of the Enlightenment, the consequences of the poor harvest of 1788, bourgeois resentment at the venality of office-holding in the royal bureaucracy). Judgements made about the relative importance of the failings of Louis XVI and his ministers in the 1780s were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a limited analysis of the reasons for the onset of the French Revolution in 1789. Low scoring answers also often lacked focus on causation or were essentially a narrative of the period under discussion. Where some analysis using relevant knowledge was evident, it was not developed very far (e.g. ministerial failure to remedy financial problems). Furthermore, such responses were often brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Chosen question number: **Question 3**

**Question 4**

**Question 5**

**Question 6**

**Question 7**

**Question 8**

There were many factors that played a part into the onset of the French Revolution. However, many would argue that Louis XVI and his ministers were the main reason for the onset of the French Revolution.

France suffered from very bad harvests and harsh winters. The winters were the worst France had endured in around 60 years, meaning the people of France were suffering a great deal. Due to the bad harvests, it meant that people were struggling to feed themselves and their families. Bread was the main source of food the people relied on, however

because of the bad harvests it meant that food supplies were at an all time low.

The people's hunger was one of the factors that contributed to the onset of the French Revolution. However, what Louis decided to do during this time can be argued to have made it worse. Louis decided to raise taxes, meaning that the poor ~~was~~ continued to get poorer. In fact, one loaf of bread on average began to cost a whole month's earnings. It is fair to assert that by Louis raising taxes, it made the limited food supplies situation worse as people could not afford to feed themselves.

Louis' ~~was~~ wife Marie Antoinette, originally from

Austria, married Louis at the age of 14. From the people's perspective, it was the queen's job to produce an heir to the throne. However, for the first seven years of their marriage, she failed to do so. This made the people of France frustrated as they worried for the future of France. Not only this, but it can be argued that Marie took advantage of Louis' easy ~~way~~ persuasion and would often use him to gain things for herself and Austria's best interests.

Louis and his ~~own~~ wife often ate and lived in luxury, Marie was particularly known for her expensive extravagant hairstyles. This upset the people of France as it



displayed that they were completely oblivious to the extreme poverty occurring in France at the time and continued to spend vast amounts of money.

On the other hand, whilst growing up Louis was not originally the heir to the throne. His older brother was supposed to become king, meaning Louis' parents did not focus much on Louis. Louis was encouraged to participate in hobbies, such as jockeys, instead of learning how to rule a country. However, Louis' brother died before he was supposed to take the throne from their father. Therefore when Louis' father died, Louis had

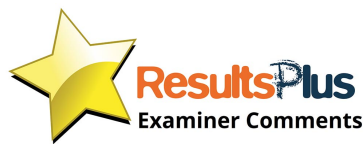


not received the adequate schooling and training on how to run a country

Louis was ~~characterized~~ described as socially awkward and quiet, therefore elucidating the idea that Louis was nowhere near ready to take upon a country when he did. Which potentially could explain why he failed as a king and had to call the Estates - General for the first time in around one hundred years during his reign.

In conclusion, while although it is fair to assume that Louis XVI was the main factor behind the onset of the French Revolution, his inadequate schooling and

training on how to be a king could explain why he failed as a ruler and could not look after his country and his people correctly.



This Level 2 response exhibits many of the shortcomings of lower scoring answers: (1) it offers limited analysis of some reasons for the onset of the French Revolution in 1789; (2) the candidate's own knowledge lacks range and depth (e.g. there are few references to specific events and dates); (3) although there is some focus on causation some sections are essentially descriptive; and (4) an overall judgement is given but because of the limitations noted above it lacks proper substantiation.



When answering 'stated factor' questions, make sure you also consider the role and strength of other factors in order to give your response range and judgement.

## **Question 4**

On Question 4, stronger responses targeted how significant was the threat posed by the Vendée revolt to the survival of the Republic in 1793. These answers included an analysis of the links between key issues and a focus on the concept (significance) in the question. In addition, sufficient knowledge to assess the significance of the stated factor – the threat posed by the Vendée revolt – (e.g. Convention forced to divert troops to deal with the Vendée revolt, the revolt undermined the Republic’s provincial authority, the rebels were poorly disciplined and operated only locally, the Republic had the resources to crush the revolt) and/or the significance of other threats to the Republic (e.g. the military threat posed by the First Coalition) was demonstrated. Judgements made about the relative significance of threat posed by the Vendée revolt to the survival of the Republic in 1793 were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the significance of the threat posed by the Vendée revolt. Low scoring answers often lacked focus on significance or were essentially a description of events in France during 1793. Where some analysis using relevant knowledge was evident, it lacked range/depth (e.g. the Vendée revolt was too localised to pose a real threat to the Republic). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Chosen question number: Question 3

Question 4

Question 5

Question 6

Question 7

Question 8

While the threat posed by the Vendée revolt ~~to the~~ Republic's survival did impact the Republic, it didn't necessarily threaten its survival. ~~As~~ The Republic also faced several massive ~~threats~~ problems, such as the threat of losing the French Revolutionary Wars, and the country's economic struggle that followed after a series of bad harvests and wars with America, as well as the anger at the religious changes throughout France. ~~However,~~ Overall, the Vendée revolt could be seen as <sup>not</sup> significant.

The Vendée revolt could be seen as an insignificant threat to the Republic's survival in 1793, as ~~it was~~ ~~defeated~~ the rebels were defeated ~~at~~ by the end of the year. This shows that the Republic's ~~power~~ was powerful enough to ~~control~~ keep France under control, even as it fought wars against other European states. Moreover, the Vendée <sup>revolt</sup> ~~rebellion~~ could also be seen as insignificant as the ~~problems~~ issues the Vendée had were long-lasting. For example, the Vendée opposed the Civil Constitution of the Clergy,



from 1790, which forced the clergy to mean that the state could elect would choose priests and bishops and take control of the church, and were angry about their lack of priests - as over half of the country's priests had refused to take an oath of allegiance to the Assembly and the revolution. This suggests that their threat was insignificant, as the Republic had been government had been suppressing the Vendean people since 1790.

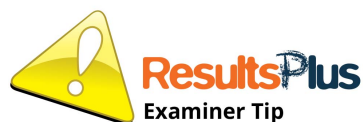
On the other hand, the Vendée revolt could be seen as a threat to the Republic's survival as it reflected the country's dissatisfaction at the France's economic state. For example, this is shown by the massive rise in bread prices in France, ~~and~~ - over 50% in Paris. While the Vendée revolt was suppressed, the constant riots and revolts throughout the country would've demonstrated weakness to outside countries where that France were fighting. This suggests that the Vendée revolt would've been seen as a threat, as it made France seem weak and showed that the Revolution wasn't working. Furthermore, the Vendée revolt could also be seen as a threat as it could've inspired more <sup>fear of the revolution</sup> ~~revolts~~ across the country. For example, the federalist revolts in Marseille, Toulon, ~~and~~ Bordeaux and Lyon led to the 600 houses and thousands

of deaths in Lyon. ~~the As~~ <sup>Similarly</sup> ~~similarly~~ ~~in~~ the Vendée, a quarter of a million were killed. ~~this~~ The combination of these revolts would've caused more hysteria and panic, which would've impacted the Republic's popularity, ~~that~~ and threatened its survival as more opposition grew. Additionally, the Vendée revolts would have ~~negatively~~ threatened the Republic's survival as it may have inspired more to ~~rev~~ revolt against the Republic. For example, one of the reasons for the Vendéans' anger was the demand of 300,000 soldiers to fight in the 2<sup>nd</sup> war. Their opposing the Republic's forced conscription may have ~~inspired~~ influenced further rebellion, as, in Mont-Terrible, less than 20% of the ~~forced~~ conscription <sup>levy</sup> was met. Also, desertion rates began to decrease massively. ~~this could show~~ ~~was~~ the Vendéan revolt may have caused more backlash for the Republic because of this, threatening its survival. ~~Moreover~~ finally, the Vendée's power was clearly big, as the Comte de Provence wanted their army to help him take back France. ~~this suggests that~~ This suggests that the Vendéan army must have been crucial to his plans, as he ended up retreating without their help. Overall, the Vendée revolt would have been <sup>a</sup> significant threat





This response was placed in Level 3 because it (1) offers some analysis of the significance of the threat posed by the Vendée revolt to the survival of the Republic in 1793; (2) reasonable depth of knowledge is used to develop the significant/not significant arguments and (3) an overall judgement is reached in the conclusion (although this needs to be extended) and the answer shows some organisation.



When planning your answer to a support / challenge question make sure you have a good balance of key themes on either side of the argument, or be prepared to argue support and challenge within each key theme.

## Question 5

On Question 5, stronger responses targeted the extent to which government finance was strengthened by the Directory in the years 1795-99 and included an analysis of links between key factors and a clear focus on the concept (change-continuity). Sufficient knowledge was used to develop both sides of the debate (e.g. writing off two-thirds of the national debt in 1797, Ramel's financial reforms, the boost to income from profits of war plunder, the monetary crisis of 1795-97, the slump in value of government bonds which alienated creditors, the collapse in the value of the *assignat*). Judgements made about the extent to which government finance was strengthened by the Directory were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised, often lacked a focus on change-continuity, and sometimes merely offered a narrative of the period under discussion. Where some analysis using relevant knowledge was evident, it was not developed very far or only offered one narrow aspect related to the demands of the question (e.g. the changes introduced by Ramel's financial reforms or writing off two-thirds of the national debt). Furthermore, such responses were often brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Chosen question number: Question 3  Question 4  Question 5   
Question 6  Question 7  Question 8

Government finance was a major issue which faced each governing body throughout the revolution as well as the ~~each~~ common citizens of France. The Directory sought to solve these problems after being established in a democratic manner. However whether they succeeded can be debated.

A focus of the Directory was to solve one of the most problematic of issues facing France which was inflation. The Directory created a free market and removed price control on <sup>essential</sup> ~~essential~~ goods like food. This however paired with a poor harvest due to a bad winter in 1794-95 made bread prices skyrocket. ~~and inflation~~ ~~to use~~. A big reason was the introduction of a new paper currency called the mandate to replace the assignat yet they priced it to the assignat causing its value to depreciate. This paired with the Directory printing more assignats to purchase weapons and arms as since the creation of a free market they had to pay ~~market~~ standard market prices. These actions brought

the problem of inflation back to France showing the Directory's incompetence in handling the issues facing France as they had simply ~~given the same problem~~ tried to fix a problem by causing that same problem. This shows that government finance was not strengthened by the Directory.

The Directory did succeed however in reducing the national debt of France by paying off ~~off~~ two thirds of the debt. This was accomplished by the Directory declaring France bankrupt and told creditors that they could pay off debts by means of bonds holding French land. This was successful in giving a strong boost to the economy and gave the country a sense that the debt racked up by previous governments could be paid off. However the value of the bonds dropped as value of ~~the~~ the currency dropped and more bonds were being created and brought and used. This angered creditors causing the idea of using bonds to pay off debt to a standstill. Overall this was able to pay off 2/3 of the national debt showing strong success in strengthening the French government's finances as now the amount of money



being used annually to pay off debt was reduced and could be used on other parts of the country.

Another major reform the directory concluded were the reforms on taxes which improved annual income. The Directory reintroduced some indirect taxes like ~~taxes~~ and poll taxes. Taxes on luxuries were introduced like a tax on widows and doors. Toll roads were also reintroduced as a moneymaking scheme. The gabelle salt tax was considered and made it past the council of the 500 and council of ancients but refused by the Directors as it was considered a step too far. These tax reforms improved annual income which had been dramatically reduced with the removal of indirect taxes. This allowed the government to strengthen its finances. However the land tax was not fully regulated or pursued so did not prove as effective and also the Directory still depended on money from victories in the on going wars in Europe to maintain its finances which showed that the government was reliant on an unreliable income presenting the economy as unstable and not strong.

The Directory did utilize the taxation system as well as a control over inflation by the removal of the mandate to return to metal currency once again which reduced inflation in the later years of the Directory. The increase in income and a control over inflation allowed the Directory to balance the books by the end of its governing rule. However the return to metal currency generated another problem which was that money was stretched far and wide and too little was in the country that many ~~resorted~~ returned to natural trade of goods and commodities showing that finances were not wholly strengthened due to lack of ~~ex~~ metal currency.

In conclusion I believe that the Directory did strengthen the French economy and Government finances ~~however~~ with use of bonds to pay off the ~~debt~~ national debt by 2/3 and return of certain taxes to increase annual income.





This Level 3 response offers some analysis of the extent to which government finance was strengthened by the Directory in the years 1795-99 (e.g. through currency reform, writing off two-thirds of the national debt, and tax measures). Limited contextual knowledge is brought in to assess how far government finance was strengthened. The criteria for judgement are mostly implicit but a conclusion on 'how far' is reached at the end.



If you use the key phrases from the question throughout your essay, this will help you to write a relevant analytical response.

## **Question 6**

On Question 6, stronger responses targeted how accurate it was to say that the most important consequence of the 1905 Revolution in Russia was the creation of the duma and included an analysis of links between key factors and a clear focus on the concept (consequence). Sufficient knowledge was used to develop the stated factor (the creation of the duma) and a range of other factors (e.g. other important reforms such as Stolypin's agrarian measures and the abolition of redemption payments, the prolonged period of state repression following 1905). Judgements made about the most important consequence of the 1905 Revolution were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised, often lacked a focus on consequence, and sometimes merely offered a narrative of the period under discussion. Where some analysis using relevant knowledge was evident, it was not developed very far or only offered one narrow aspect related to the demands of the question (e.g. from 1906 the duma provided a forum for multiparty politics and criticism of the Tsarist regime). Furthermore, such responses were often brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Chosen question number: Question 3  Question 4  Question 5

Question 6  Question 7  Question 8

~~As a consequence of the 1905 revolution, the Dumas were created from the August Manifesto and this provided the hope for more changes and Russia too.~~

- The Dumas were created an important consequence of the 1905 revolution as they signalled changes from an autocratic state. However, other consequences were also important: October Manifesto, the Tsar's actions and attitudes and changes that occurred in the years that followed as a result of the 1905 revolution.

The creation of the Dumas, although it wasn't the most important <sup>consequence</sup> ~~cause~~, provided a significant change, as the Dumas were a legislative body that had previously never existed. However, the successes of and their importance is limited as out of 391 requests, made by the 1<sup>st</sup> Duma, only 2 resolutions were passed. Not only that,

they were simply a consultative body as the Tsar could bypass them and rule by Article 87. Also, the Tsar could still make decisions on foreign policy and the economy, <sup>and they could simply be dissolved at any time.</sup> The composition of the Duma also limits their importance as the Council of State was to partly appointed by the Tsar, therefore it would be difficult for serious changes to occur. As a result, the creation of the Dumas was crucial as it was a source of ~~an~~ hope for similar reforms, but it wasn't the most important due to its limitations.

The October Manifesto ~~it~~ was the most important consequence of the ~~October~~ <sup>1905</sup> revolution as it granted liberties that had never existed. Not only that, but it managed to calm the <sup>passion from the</sup> demonstrators to an extent. The October Manifesto granted freedom of speech and more importantly for the peasants, in November the proposal ~~a~~ for the cancellation of redemption payments was made. This was crucial as ~~the~~ it provided the peasants with a sense of

freedom. Furthermore, the October Manifesto managed to decrease the tension created by the revolution and on the most part, it was accepted. The reforms created by this manifesto was more important than the creation of the Duma's as ~~it created~~ as it appealed to most classes especially as the tsar promised improved working conditions and pay to the working class, which is crucial on its own right as the ~~workers~~<sup>workers</sup> were the main group and demonstrators during 1905.

However, it can be argued that the revolution caused the tsar to take a more repressive approach especially as ~~he~~ he appointed Stolypin who was keen on meeting terror with terror. Although it was not the ~~most~~ most important cause, it did lead to one of the harshest periods as a consequence of the 1905 revolution. Although Stolypin made various land reforms, he was extremely brutal with opposition. ~~For~~ For example, ~~he~~ he passed 1144 death sentences and proclaimed a state of emergency as which gave government officials the power to arrest/execute.



people without trial for 6 months, which can be argued to be as a result of the 1905 revolution. Also, 600 trade unions were ~~banned~~ banned and 1,000 newspapers were closed. This brutality was an important consequence ~~it~~ as demonstrated the clear aim of the Tsar to stay in power, but it wasn't the most important reason.

Although the 1905 ~~rev.~~ revolution was followed by a period of brutality, it was also followed by a period of reform, up until 1914, which ~~also~~ emphasises the impact of the 1905 revolution. For example, Trade unions were eventually legalized, after the repression of Stolypin and as well as political parties. By 1914, free press was also present which suggests that Russia was ~~no~~ no longer an autocratic state.

Such reforms ~~are~~ and changes were seen as crucial as they managed to change the direction of the country ~~and~~ and decrease some of the tension after the 1905 revolution. But, they weren't the most crucial as further unrest followed ~~in~~ in the years that succeeded the 1905 revolution.

In conclusion, the creation of the Dumas were significant as they provided a legislative organisation which could eventually represent numerous classes, but it was not the most important consequence as there were various limitations: ~~it was~~ Dumas were limited to the sphere of law-making and they ~~could~~ were unable to enforce themselves against the Tsar. As a result, the October <sup>manifesto</sup> ~~revolution~~ was the most important consequence as the reforms that were made: the cancellation of redemption payments, managed to decrease the tension to an extent after the 1905 revolution.



**ResultsPlus**  
Examiner Comments

This response was placed in Level 4 because it offers strong analysis of the consequences of the 1905 Revolution in Russia; decent depth and range of knowledge is used to develop the argument (e.g. the impact of the duma, October Manifesto, post-1905 repression and political liberalisation); and an overall judgement is reached in the conclusion and the answer shows clear organisation.



You will be expected to offer detailed knowledge to support your arguments. Check the specification so you know what is required.

## **Question 7**

On Question 7, stronger responses targeted the reasons for the fall of the Provisional Government in 1917 and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (opposition from the Petrograd Soviet) and a range of other factors (e.g. the Provisional Government's status as an interim body, the impact of the Kornilov affair, the failure of the June 1917 offensive, the opposition of the Bolsheviks). Judgements made about the relative importance of opposition of the Petrograd Soviet were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a limited analysis of the reasons for the fall of the Provisional Government in 1917. Low scoring answers also often lacked focus on causation or were essentially a narrative of the period under discussion. Where some analysis using relevant knowledge was evident, it was not developed very far (e.g. one aspect of the stated factor such as the impact of the Petrograd Soviet's Order No.1 and Order No.2). Furthermore, such responses were often brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Chosen question number: Question 3  Question 4  Question 5   
Question 6  Question 7  Question 8

Plan

1 → opposition from the Petrograd Soviet

→ dual power → soviet had control

2 → War → drained loyalty → economy negatives

→ food shortages → bad railway lines



3 → Lack of reforms made

→ infrastructure no transport → peasants had

The fall of the Provisional Government in 1917, had many possible

causes. These included opposition from the Petrograd Soviet, the

on going war which also created much opposition, as well as the

lack of reforms which the Provisional Government made. Any how, their

fall in 1917 was met with much opposition and led to the

Revolution.

It could be argued that the main reason which the Provisional

Government faced was opposition from the Petrograd Soviet which

was formed to represent the workers. The creation of dual power

meant that the Soviet and the Provisional Government shared a

balance in power, although this meant the case <sup>as</sup> led the



Petrograd Soviet had considerable power over the Provisional Government. Anything which the PG said went through the Soviet, which meant the provisional government lacked the freedom of speech. This made it increasingly difficult for Kerensky to do anything without the Soviet.

Another reason for the fall of the Provisional Government was the war which had a significant impact on Russia and made it increasingly hard to govern. The fact that the Provisional Government continued with the war created much resentment in Russia as it had a negative impact. It led to shortages of food as the army had control over transport and therefore the front line had priority. Prices began to rise, people in towns starved and Peasants began to hoard the grain. This led to an increasing in demonstrations and the Provisional Government was left with Cities in chaos. As well as this, Russia were forced to borrow loans of allies which put them in debt as factories were turned into making artillery. Whilst this happened in towns, constant defeats at war drained the armies loyalty and in 1917 there were high desertions. This all led to the fall of the Provisional Government as it gained them much opposition as people in Russia wanted an end to war.

The Provisional Government also made a lack of reforms which may have been a main cause for its fall. Within Russia railway lines were showing signs of breaking and left the country with a lack of transport. The Kornilov affair caused people to doubt Kerensky as he accused Kornilov of giving him an ultimatum and sent him to exile when he was attempting to make changes including sending army to Russia. Whilst the provisional government lost the support, the Bolsheviks gained it as they continued with their slogan of food, bread, land.

In Conclusion, the Provisional Government faced many factors which led to his downfall. Although, the Petrograd Soviet broke the agreement of dual power, the first world war made it impossible for the Provisional government to please everyone as it drained the Russian economy, the military and any support which the government initially had.



This Level 2 response exhibits many of the shortcomings of lower scoring answers: (1) it offers limited analysis of the reasons for the fall of the Provisional Government in 1917; (2) the candidate's own knowledge lacks range and depth (e.g. on opposition from the Petrograd Soviet - the stated factor); (3) although there is some focus on causation some sections are descriptive/generalised and (4) an overall judgement is given but because of the limitations noted above it lacks proper substantiation.



Use the key phrases from the question throughout the essay. This will help you to write a relevant analytical response. In this case, a focus on 'opposition from the Petrograd Soviet' (the stated factor) is important.

## **Question 8**

On Question 8, stronger responses targeted how far Bolshevik economic policies changed in the years 1917-24. These answers also included an analysis of relationships between key issues and a clear focus on the concept (change/continuity) in the question. Sufficient knowledge to develop both sides of the argument was demonstrated (e.g. state control under War Communism but a mixed economy under the NEP, workers' control under State Capitalism but limited private ownership under the NEP, throughout the period Bolshevik economic policy remained pragmatic and focused on raising agricultural productivity, nationalisation and state control remained important features throughout the period). Judgements made about change/continuity concerning Bolshevik economic policies were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of how far Bolshevik economic policies changed in the years 1917-24. Low scoring answers also often lacked focus on change/continuity or were essentially a description of Bolshevik economic policies during this period. Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments on state control and private enterprise under the Bolsheviks). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

The Bolsheviks economic policies brought change into Russia from 1917-24 to certain extent as although there were some changes it had continued throughout.

This can be seen through the 'strong wage' that there had been change as money was now being in control as well as redemption dues for the people as they didn't have to go to Siberia but could just work and pay off their lands. Which shows there was a change as before this in 1906 and onward for example this policy hadn't been created. In addition, the use of agriculture had been change significantly due to the new equipment that had been ~~displayed~~ introduced however, this was limited as it was only used within large cities and not within farmers because they continued to use their traditional way of farming.



Furthermore, the Bouhenks allowed the workers' education to be improved as they could now work in factories and other places as well as politically engaged as the literacy percentage increased by 59.5% by the end of the decade.

on the other hand the Bouhenks policies had continued rather than bringing much change because the 'strong wader' needed 20 years to come into practice however, Lenin only did this for 5 years when it stopped showing it hadn't been completed preventing change to be taken place. In addition, The Bouhenks continued their policy of remaining a radical political group rather than bringing some sort of change which can be seen through the war with Germany where they refused to sign the peace treaty. As well as economic factors such as agriculture only taking change in some cities rather than the majority of the place.

Therefore, as a conclusion it is clear to see

that the Bolshevik economic policies didn't bring much change due to their radical ideas and failures of schemes.



**ResultsPlus**  
Examiner Comments

This response was placed in Level 1 because (1) it offers only simple generalised statements about the topic - Bolshevik economic policies in years 1917-24; (2) a small amount of relevant knowledge is incorporated but it lacks range and depth; (3) the response lacks structure, coherence and precision and (4) the overall judgement is asserted not substantiated. This answer, at just over two pages, is also quite brief.



**ResultsPlus**  
Examiner Tip

Although there are time constraints, try to write at least three or four sides (depending on handwriting size) to give yourself the best chance to explore range and depth in this 'study in depth' paper.

# Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

## Section A

### Value of Source Question (1(a)/2(a))

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer
- Avoid writing about the deficiencies of the source when assessing its value to the enquiry.

### Weight of Source Question (1(b)/2(b))

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience
- In assessing weight, it is perfectly permissible to use contextual knowledge to support/challenge statements and claims made in the source
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source. However, simply stating that a source is limited because it does not cover certain events or developments does not establish weight since no source can be comprehensive.

## Section B

### Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan your answer before you begin to write your response
- Pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Pay more careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts

- Try to explore links between issues to make the structure flow more logically and the arguments more integrated.

## Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>





