

# Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in History (8HI0)  
Paper 2C

Paper 2: Depth study

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

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

## General marking guidance

- All candidates must receive the same treatment. Examiners must mark the last candidate in exactly the same way as they mark the first.
- 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.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- 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.
- For questions targeting AO2, candidates must not be credited for citing information in the preamble.

## How to award marks

### Finding the right level

The first stage is to decide which level the answer should be placed in. To do this, use a 'best-fit' approach, deciding which level most closely describes the quality of the answer. Answers can display characteristics from more than one level, and where this happens markers must use their professional judgement to decide which level is most appropriate.

### Placing a mark within a level

After a level has been decided on, the next stage is to decide on the mark within the level. The instructions below tell you how to reward responses within a level. However, where a level has specific guidance about how to place an answer within a level, always follow that guidance.

Markers should be prepared to use the full range of marks available in a level and not restrict marks to the middle. Markers should start at the middle of the level (or the upper- middle mark if there is an even number of marks) and then move the mark up or down to find the best mark. To do this, they should take into account how far the answer meets the requirements of the level:

- If it meets the requirements *fully*, markers should be prepared to award full marks within the level. The top mark in the level is used for answers that are as good as can realistically be expected within that level
- If it only *barely* meets the requirements of the level, markers should consider awarding marks at the bottom of the level. The bottom mark in the level is used for answers that are the weakest that can be expected within that level
- The middle marks of the level are used for answers that have a *reasonable* match to the descriptor. This might represent a balance between some characteristics of the level that are fully met and others that are only barely met.

## Generic Level Descriptors

### Section A: Questions 1a/2a

**Target:** A02: Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.

Level	Mark	Descriptor
	0	No rewardable material
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand or confirm matters of detail.</li><li>• 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.</li></ul>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail.</li><li>• 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.</li></ul>

## 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
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li><li>• Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.</li></ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"><li>• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question.</li><li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
<b>3</b>	<b>6–9</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li><li>• 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.</li></ul>
<b>4</b>	<b>10–12</b>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li></ul>

## 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
<b>1</b>	<b>1–4</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>5–10</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>11–16</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• 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.</li> <li>• 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.</li> </ul>

## Section A: indicative content

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

Question	Indicative content
<b>1a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the rights and privileges of the French nobility before the 1789 revolution.</p> <ol style="list-style-type: none"><li>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"><li>It suggests that the nobility possessed extensive rights and privileges in pre-revolutionary France ('rights of hunting, fishing and cutting wood', 'add their own taxes to the monarch's').</li><li>It indicates that the nobles were constantly seeking to extend their rights and privileges ('continually beg for pensions and places', 'want everything for themselves').</li><li>It suggests that the nobility used these rights and privileges to set themselves apart from the ordinary population ('separate themselves effectively from the human race', 'not allow common people ... reward').</li><li>It suggests that nobles were able to obtain influential positions within the French Church ('benefices and the offices of bishops and abbots').</li></ul></li><li>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"><li>Mercier was an experienced observer of French society in the 1780s and thus was likely to possess informed views about the rights of the nobility.</li><li>Mercier was clearly critical of the rights and privileges of the nobility as shown in his choice of language ('those arrogant gentlemen', 'oppress the poor downtrodden peasant').</li><li>Mercier's observations were published at the time, which suggests he was trying to influence literate French opinion in the 1780s.</li></ul></li><li>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"><li>Prior to the 1789 revolution, the French nobility had many rights and privileges including being tried in their own courts, exemption from military service and entitlement to various feudal dues</li><li>The nobility was also either exempt from taxation (notably the <i>taille</i>) or else minimised what they were expected to pay.</li><li>Many ordinary people resented the nobles' rights and privileges, which derived from land ownership and tax exemption, and considered the Second Estate was avoiding its fair share of the tax burden.</li></ul></li></ol>

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

Question	Indicative content
<b>1b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into the invasion of the Tuileries Palace on 20 June 1792.</p> <ol style="list-style-type: none"><li>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"><li>• As a high-ranking diplomat based in Paris, Gower was in a good position (and would be expected by his own government) to provide an informed account of the invasion of the Tuileries.</li><li>• The partisan nature of the source is reflected in the positive description of the King's reaction to the invaders ('displaying an extraordinary degree of calmness and courage', 'allowed the mob to approach him').</li><li>• The material in this extract suggests that its main purpose was to minimise the significance of the invasion ('recent attempt ... has failed entirely', 'served to impress ... the Jacobins' principles and practices').</li></ul></li><li>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"><li>• It provides evidence that the invaders were able to reach the King's private apartment and confront Louis XVI directly ('the mob ... door of his apartment', 'they expressed a wish ... health of the nation').</li><li>• It indicates that Louis XVI acted in a composed manner when he was faced with the invaders ('hand of a grenadier ... are perfectly true', 'ordered his attendants to withdraw ... one of the windows').</li><li>• It suggests (wrongly) that the incident would weaken the Jacobins and strengthen the French monarchy ('a loathing of the Jacobins' principles and practices', 'The majesty of the throne ... of considerable benefit').</li></ul></li><li>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"><li>• The invasion was sparked when Louis XVI vetoed laws on the refractory priests and the <i>fédéré</i> camp and dismissed several Girondin ministers leading to fears of a military coup in support of the King.</li><li>• Louis XVI's calm and dignified demeanour during the invasion may have saved his life.</li><li>• The invasion did not achieve its desired end – the King did not withdraw his veto or reinstate the Girondin ministers.</li><li>• Nevertheless, the invasion clearly revealed the weakness of the King and the Assembly and the growing power of the Paris Sections (the power base of the <i>sans-culottes</i>).</li></ul></li></ol>

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

Question	Indicative content
<b>2a</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into Nicholas II's attitudes towards the dumas.</p> <ol style="list-style-type: none"><li>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"><li>• It provides evidence that Nicholas II considered the assembly was challenging his authority ('strayed into spheres beyond their competence')</li><li>• It indicates that from the Tsar's view the Duma had inappropriately expanded its role in several ways ('enquiring into ... local authorities', 'commenting on ... the Fundamental Laws', 'appeal ... to the nation')</li><li>• It provides evidence that Nicholas II was determined to maintain his authority by taking measures against the Duma and those influenced by the assembly's actions ('We shall impose Our imperial will ... the State').</li></ul></li><li>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"><li>• The status of the source (an imperial proclamation) offers Nicholas II's perspective on the dumas</li><li>• Its purpose and aims are evident from the formal tone of the language used to reinforce the primacy of the Tsar's authority ('dashed Our expectations', 'only be modified by Our imperial will')</li><li>• The public nature of the document indicates that Nicholas wishes the Russian population to be fully aware of his displeasure with the dumas.</li></ul></li><li>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"><li>• Nicholas II's relationship with the First Duma foundered due to disagreements over a variety of issues, e.g. redistribution of land, a general political amnesty and factory reform</li><li>• Nicholas II's dissolution of the First Duma prompted Kadet and Trudovik deputies to issue the Vyborg Manifesto, which called for popular resistance but most people ignored this appeal</li><li>• By altering the electoral law to the duma in 1907 (to give greater influence to more affluent groups) Nicholas II revealed his critical attitude towards popular representation.</li></ul></li></ol>



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

Question	Indicative content
<b>2b</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into opposition to the Bolshevik regime in the early 1920s.</p> <ol style="list-style-type: none"><li>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"><li>• The Kronstadt Temporary Revolutionary Committee represented rebel sailors and workers and thus would be in a good position to provide an insight into opposition to Bolshevik rule in the early 1920s</li><li>• The tone of the article suggests that the committee was seeking to justify the actions of the Kronstadt rebels ('Here at Kronstadt ... socialist creativity')</li><li>• The source is confined to the early months of 1921 and essentially deals only with the Kronstadt revolt.</li></ul></li><li>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"><li>• It provides evidence of opponents' objections to Bolshevik rule in the early 1920s ('offer the workers ... Cheka', 'the new bureaucracy ... officials', 'drowning all ... labour's revolution')</li><li>• It provides evidence of some of the aims of the anti-Bolshevik opposition ('freely elected soviets ...intellectuals' )</li><li>• It suggests that other groups are discontented with Bolshevik rule ('the protests of the peasants ... their circumstances')</li><li>• It indicates that the Kronstadt rebels viewed the Bolshevik regime as more oppressive than the Tsarist government ('exceed many times ... the Tsarist regime').</li></ul></li><li>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"><li>• The Kronstadt revolt embodied the deep disillusion with Bolshevik rule by the early 1920s because, in 1917, the Kronstadt sailors had been staunch supporters of the communist takeover in Russia</li><li>• The Kronstadt rebels demanded an end to the one party communist state and the establishment of a democratic working-class government and guaranteed worker rights (e.g. freedom of speech, press, association)</li><li>• The Bolsheviks also faced other forms of opposition in the early 1920s, e.g. the Whites and foreign interventionists in the civil war, peasant revolts in Tambov/Ukraine, and major demonstrations in Moscow and Petrograd.</li></ul></li></ol>

## Section B: indicative content

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

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about how accurate it is to say that the measures introduced by the National Assembly, in the years 1789-91, reformed France.</p> <p>Arguments and evidence that the measures introduced by the National Assembly, in the years 1789-91, reformed France should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Feudal rights (1789-90) and the nobility (1790) were abolished, and the principle of democracy was introduced at all levels by the extension of the voting rights (to 'active citizens'), then the widest franchise in Europe</li><li>• The tax system was reformed (via the abolition of most indirect taxation, the removal of exemptions and the introduction of three new direct taxes), making it in overall terms more just</li><li>• A single, more enlightened legal system was created (free, fair and available to all with a jury system) which abolished torture, hanging and branding, and reduced the number of crimes punishable by death</li><li>• Some of the abuses in, and privileges of, the Church were removed (e.g. tithes were abolished, pluralism forbidden and Protestants/Jews were granted civil rights) and the Church was made subservient to the State.</li></ul> <p>Arguments and evidence that the measures introduced by the National Assembly, in the years 1789-91, did not reform France should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• In practice, democracy was restricted and indirect which meant that only 61 per cent of men and no women could participate in the first stage of elections and far fewer males could vote at the second stage.</li><li>• Some measures perpetuated social divisions, e.g. the distinction made between 'passive' and 'active' citizens, and the banning of trade unions and strikes only benefited the affluent bourgeoisie</li><li>• The reforming potential of the constitutional monarchy was undermined by the unreliability of Louis XVI, e.g. the flight to Varennes (1791)</li><li>• The National Assembly viewed poor relief as a state responsibility but lacked the financial resources to introduce any meaningful reform in this area.</li></ul> <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 far Robespierre's unpopularity was the main reason for the end of the Terror.</p> <p>Arguments and evidence that Robespierre's unpopularity was the main reason for the end of the Terror should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• Robespierre's introduction of the Cult of the Supreme Being (1794) weakened support for his policies by alienating both Catholics and anti-clericals, and prompted fears that he wanted to become a dictator</li> <li>• Robespierre's high profile in the CPS and his leadership of the CPS police force raised further suspicions about his ambitions and led to CPS-CGS divisions which weakened the control of the two committees promoting the terror</li> <li>• Many people, including former allies, felt threatened by Robespierre when he made unsupported accusations (e.g. Carnot, Fouché and Collot) and this made them turn against his ideas and actions.</li> </ul> <p>Arguments and evidence that other factors played a more important role in ending the Terror should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The improving foreign situation made the Terror now seem unnecessary e.g. by spring 1794 the Republic's armies had cleared France of foreign troops, recaptured Belgian territory and advanced to the Rhineland</li> <li>• Once domestic opposition in France had been overcome (e.g. the Vendée rebellion and federal revolts) and government authority had been restored there was little justification for continued terror</li> <li>• The excesses of the Great Terror alienated both workers and the bourgeoisie who were weary of extremist policies, e.g. Law of Prairial (June 1794).</li> </ul> <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 downfall of the Directory in 1799 was due to economic problems.</p> <p>Arguments and evidence that the downfall of the Directory in 1799 was due to economic problems should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Directory launched a new paper currency in 1796 but inflation soon made this virtually worthless, alienating government officials, <i>rentiers</i> and workers</li> <li>• Metal coins became the only legal currency from 1797 but were in short supply and resulted in deflation, which made the Directory unpopular with producers and retailers due to low prices</li> <li>• By writing off two-thirds of the debt it owed to its creditors, and compensating them with bonds that soon became worthless, the Directory also angered debt holders</li> <li>• Due to the wartime deficit, the Directory revived indirect taxes (e.g. the <i>octrois</i> was reintroduced) which eroded popular support too.</li> </ul> <p>Arguments and evidence that other factors played a more important role in the downfall of the Directory in 1799 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• In an attempt to preserve a non-Jacobin/Royalist majority, the directors interfered with elections (e.g. Law of 22 Floreal) which undermined respect for the political system</li> <li>• The Directory's increasing reliance on the army (e.g. the coup of Fructidor in 1797) made a military takeover more likely, as happened in the coup of Brumaire (1799).</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
<b>6</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the 1905 Revolution was due to the impact of the Russo-Japanese war.</p> <p>Arguments and evidence that the 1905 Revolution was due to the impact of the Russo-Japanese war should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Tsarist regime's inept handling of the war angered liberal opinion and increased liberal demands for a more representative system of government, e.g. the holding of political banquets in November 1904</li><li>• The war disrupted Russia's economy leading to rising unemployment and increased food prices which intensified working class discontent with the regime</li><li>• Defeat by the 'inferior' Japanese was viewed by the wider population as a national humiliation and completely undermined the Tsarist regime's strategy of quelling domestic opposition through an 'easy' military victory.</li></ul> <p>Arguments and evidence that the 1905 Revolution was due to the impact of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The long-term grievances of Russia's industrial workers e.g. long hours, poor living and working conditions, and low pay</li><li>• Peasant discontent arising from the burden of redemption payments and high taxes, and the problem of insufficient land</li><li>• The nationalities' resentment of 'Russification' (concerning language, culture and religion) and the regime's opposition to their demands for self-determination</li><li>• The popular response to the regime's brutality on 'Bloody Sunday' in January 1905.</li></ul> <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 Kerensky's leadership was the main reason for the fall of the Provisional Government in 1917.</p> <p>Arguments and evidence that Kerensky's 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"> <li>• 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</li> <li>• Kerensky's authority, and that of the government, was badly damaged by the policy of continued Russian involvement in the war and the impact of the Kornilov Affair (August 1917)</li> <li>• Kerensky failed to provide solutions to key problems, which further undermined the credibility of the government, e.g. rising inflation or the issue of land redistribution.</li> </ul> <p>Arguments and evidence that Kerensky's 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"> <li>• Lenin and the Bolsheviks proved to be skilled, resourceful and ruthless opponents of the Provisional Government, e.g. effective propaganda on key issues and an organised takeover of power in October</li> <li>• The authority of the Provisional Government was undermined from the outset by the rival Petrograd Soviet, e.g. Order No. 1</li> <li>• The Provisional Government's status as an interim body (holding power until the Constituent Assembly was elected) also weakened the executive by giving the impression it was riven with indecision and delay.</li> </ul> <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 far the Russian economy was strengthened by the New Economic Policy in the years 1921-24.</p> <p>Arguments and evidence that the Russian economy was strengthened by the New Economic Policy in the years 1921-24 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• By 1924 agricultural production was 50 per cent higher than in 1921</li> <li>• Under the NEP, small scale factory output rose by almost 200 per cent in the years up to 1923</li> <li>• Heavy industrial production (e.g. coal, electricity, pig iron and steel) also increased notably under the first four years of the NEP</li> <li>• The introduction of a new currency assisted trade by providing an incentive to sell food and other goods again.</li> </ul> <p>Arguments and evidence that the Russian economy was not strengthened by the New Economic Policy in the years 1921-24 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The NEP 'scissors crisis' exposed weaknesses in the Soviet economy as food prices dropped and the price of industrial goods increased</li> <li>• Urban unemployment levels remained high under the NEP in the years 1921-24</li> <li>• There were clear limits to the NEP's impact - by 1924 the economy had still not been restored to its overall 1913 production level.</li> </ul> <p>Other relevant material must be credited.</p>