Please check the examination details below before entering your candidate information

Candidate surname	Other names

Centre Number | Candidate Number

Pearson Edexcel Level 3 GCE

Tuesday 23 May 2023

Afternoon (Time: 1 hour 30 minutes)

Paper reference **8HI0/2C**

History

Advanced Subsidiary
Paper 2: Depth study
Option 2C.1: France in revolution, 1774–99
Option 2C.2: Russia in revolution, 1894–1924

You must have:
Sources Booklet (enclosed)

Total Marks

Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- There are two sections in this question paper.
- In Section A, answer question **part (a) and part (b)** on the option for which you have been prepared.
- In Section B, answer **one** question on the option for which you have been prepared.
- Answer the questions in the spaces provided
  – *there may be more space than you need.*

Information

- The total mark for this paper is 40.
- The marks for **each** question are shown in brackets
  – *use this as a guide as to how much time to spend on each question.*

Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

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SECTION A

Choose EITHER Option 2C.1 (Question 1) OR Option 2C.2 (Question 2), for which you have been prepared.

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

Answer Question 1, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 7.

1 (a) **Study Source 1 in the Sources Booklet before you answer this question.**

Why is Source 1 valuable to the historian for an enquiry into the nature of the White Terror in Paris in the mid-1790s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

AND

(b) **Study Source 2 in the Sources Booklet before you answer this question.**

How much weight do you give to the evidence of Source 2 for an enquiry into the popularity of the Directory in the late 1790s?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

(Total for Question 1 = 20 marks)

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Choose EITHER Option 2C.1 (Question 1) OR Option 2C.2 (Question 2), for which you have been prepared.

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

Answer Question 2, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 7.

2 (a) **Study Source 3 in the Sources Booklet before you answer this question.**

Why is Source 3 valuable to the historian for an enquiry into the weaknesses of the Provisional Government?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

AND

(b) **Study Source 4 in the Sources Booklet before you answer this question.**

How much weight do you give to the evidence of Source 4 for an enquiry into the results of the New Economic Policy in the years 1921–24?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

(Total for Question 2 = 20 marks)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 1** ☐ **Question 2** ☐

(This is for part (a))

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TOTAL FOR SECTION A = 20 MARKS

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SECTION B

Answer ONE question in Section B on the option for which you have been prepared.

You must start your answer to your chosen question on the next page.

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

EITHER

3 To what extent was the collapse of the absolute monarchy in France in 1789 due to the impact of the American Revolution?

(Total for Question 3 = 20 marks)

OR

4 How accurate is it to say that the impact of war with Austria and Prussia was the main reason for the collapse of constitutional monarchy in the years 1791–92?

(Total for Question 4 = 20 marks)

OR

5 How significant was the role played by St-Just in the Terror in 1794?

(Total for Question 5 = 20 marks)

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

EITHER

6 How accurate is it to say that the 1905 Revolution was due to the impact of Bloody Sunday?

(Total for Question 6 = 20 marks)

OR

7 How accurate is it to say that the nature of Tsarist government changed little in the years 1906–14?

(Total for Question 7 = 20 marks)

OR

8 How significant was Trotsky's role in the Bolshevik victory in the Russian civil war?

(Total for Question 8 = 20 marks)

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Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: **Question 3** ☒ **Question 4** ☒ **Question 5** ☒

Question 6 ☒ **Question 7** ☒ **Question 8** ☒

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TOTAL FOR SECTION B = 20 MARKS
TOTAL FOR PAPER = 40 MARKS

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Sources Booklet

Do not return this Booklet with the question paper.

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Sources for use with Section A.

Answer the questions in Section A on the option for which you have been prepared.

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

Source for use with Question 1(a).

Source 1: From Pierre-René Choudieu, *Memoirs and Notes of Choudieu 1761–1838,* written in the 1830s. Choudieu served as a Jacobin deputy in the early 1790s. Here he reflects on the White Terror in Paris during the mid-1790s.

> The *jeunesse dorée* were enthusiastic young men, who had never lost anything during the revolution. However, they still claimed to be victims of the Terror, with a duty to avenge their relatives who had died on the scaffold. The *jeunesse dorée* patrolled the Palais-Royal and the Tuileries gardens daily and sang the 'People's Awakening' song, which called for the death of the 'terrorist' republicans.
>
> In their leisure moments, the *jeunesse dorée* amused themselves with a dance called the 'farandole'. Anyone who refused to join in the dance was thrown into nearby water troughs. Fréron, their leader, demanded in the Convention that the Hotel de Ville of Paris should be completely destroyed because it had sheltered Robespierre. He also wanted the Jacobins' club demolished.

Source for use with Question 1(b).

Source 2: From a Paris police report, written in late 1797. Here the report considers the condition of France at that time.

> A great amount of public anxiety has been caused by the financial situation. Investors in government bonds have lost money and so have been badly affected. People grumble angrily about public poverty, and critics of 18 Fructidor* say that the cause of poverty is due to that coup. The number of jobless workers has increased in Paris, and there are rumours that unemployment is just as great in the regions. This great distress, with winter coming, raises the fear of unfortunate consequences.
>
> Rumours are rife that another 18 Fructidor* is going to take place soon and that the Directory is going to purge the two Councils once again. Some people, speaking of the present Constitution, say that it is not at all popular and that it is an aristocratic government. The only difference, it is said, between the Constitution of 1791 and that of 1795 is that the implementation of the laws, instead of being carried out by one king, is carried out by five Directors. Currently, public opinion is worried about future political developments and complains about the financial situation. Nevertheless, an outward appearance of calm continues to exist.

* 18 Fructidor (4 September 1797) – a coup carried out by the Directors to remove elected monarchist deputies from the Councils

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

Source for use with Question 2(a).

Source 3: From Dorian Blair, *Russian Hazard*, published 1937. Blair was a British secret service agent who worked in Russia in 1917. Here he considers the Provisional Government.

During each day, the members of the Provisional Government and their supporters held hectic conferences to decide what should be done. Then, in the evenings, they boasted loudly at public meetings, telling the people how splendid it would all be when they had done it.

The majority of Provisional Government members were completely incompetent, of course. They lacked any experience of political control. There was simply no tradition to guide them. Furthermore, the government was a coalition without clear objectives. The parties involved were mistrustful of each other and they had achieved their only aim by removing the Tsar. The only point they were at all united on was to continue with the war.

Source for use with Question 2(b).

Source 4: From Victor Serge, *Memoirs of a Revolutionary*, published 1951. Serge was a Russian revolutionary and writer who joined the Bolsheviks in 1919. Here he comments on the introduction of the New Economic Policy in 1921.

At the end of spring 1921, Lenin defined what the New Economic Policy (NEP) would be. It was really a partial restoration of capitalism and the establishment of a dictatorship within the Bolshevik party. Within a few months, the NEP was already producing marvellous results. From one week to the next, famine and speculation were decreasing noticeably. Restaurants were opening once again and, wonder of wonders, pastries that were actually edible were on sale for a ruble each. People were talking about the return of capitalism and prosperity.

On the other hand, there was widespread confusion among ordinary Bolshevik party members. For what did we fight, spill so much blood and agree to so many sacrifices, they asked bitterly. The market was coming back and these Bolshevik members felt that capitalism, their defeated enemy, was now making a come-back.

Personally, I was less pessimistic than many Bolsheviks. I was glad that the economic changes of the NEP had taken place. However, the reactionary side of the NEP – the complete removal of every trace of democracy – worried and distressed me. The Bolshevik regime, through its intolerance and its imposition of an absolute monopoly of power, was struggling in its work and spreading a sort of general paralysis throughout the country.

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Acknowledgements

Source 1 from: Revolutions in early modern and modern Europe By Alan White, Daniel Nuttall & Oliver Bullock © Pearson Education, 2015

Source 2 from: The French Revolution and Napoleon: A Sourcebook By Philip G. Dwyer & Peter McPhee © Routledge, 2002

Source 3 from: The Russian Revolution By Niall Rothnie © Macmillan Education UK, 1990

Source 4 from: Memoirs of a Revolutionary By Victor Serge © New York Review Books, 1975