Mark Scheme (Results)

Summer 2024

Pearson Edexcel
In GCE History (8HI0/2C)
Advanced Subsidiary

Paper 2: Depth study

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

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

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General Marking Guidance

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

How to award marks when level descriptions are used

1. 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 the guidance below and their professional judgement to decide which level is most appropriate.

For example, one stronger passage at L4 would not by itself merit a L4 mark, but it might be evidence to support a high L3 mark, unless there are substantial weaknesses in other areas. Similarly, an answer that fits best in L3 but which has some characteristics of L2 might be placed at the bottom of L3. An answer displaying some characteristics of L3 and some of L1 might be placed in L2.

2. Finding 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.

Levels containing two marks only

Start with the presumption that the work will be at the top of the level. Move down to the lower mark if the work only just meets the requirements of the level.

Levels containing three or more marks

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.

Indicative content

Examiners are reminded that indicative content is provided as an illustration to markers of some of the material that may be offered by students. It does not show required content and alternatives should be credited where valid.

Generic Level Descriptors

Section A: Questions 1a/2a

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–2**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements.
2	**3–5**	• Demonstrates some understanding of the source material and attempts analysis by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions.
3	**6–8**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.

Section A: Questions 1b/2b

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–2**	• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases. • Some relevant contextual knowledge is included, with limited linkage to the source material. • Evaluation of the source material is assertive with little or no supporting evidence. Concept of reliability may be addressed, but by making stereotypical judgements.
2	**3–5**	• Demonstrates some understanding of the source material and attempts analysis, by selecting and summarising information and making undeveloped inferences relevant to the question. • Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**6–9**	• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences. • Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail. • Evaluation of the source material is related to the specified enquiry and explanation of weight takes into account relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.
4	**10–12**	• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion. • Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn. • Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.

Section B

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

Level	Mark	Descriptor
	0	No rewardable material
1	**1–4**	• Simple or generalised statements are made about the topic. • Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. • The overall judgement is missing or asserted. • There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.
2	**5–10**	• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. • Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. • An overall judgement is given but with limited substantiation, and the criteria for judgement are left implicit. • The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.
3	**11–16**	• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. • Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. • Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. • The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.
4	**17–20**	• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.

Section A: indicative content

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

Question	Indicative content
1a	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. Candidates must analyse the source to consider its value for an enquiry into attitudes to Marie Antoinette in the years before 1789. 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: • It provides evidence that the Queen's extravagance at Trianon hardened public attitudes against her ('alarmed by Her Majesty's expenditure at the Trianon … very expensive.') • It indicates that another major public complaint was that Marie-Antoinette had run up debts acquiring diamonds and gambling at cards ('The Queen has bought … has become very costly.') • It suggests that such negative public attitudes may undermine the status of the French monarchy ('Among the public rumours … one appears more dangerous and unpleasant than the rest.') 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: • Mercy-Argenteau's position as the Austrian ambassador to France and Marie-Antoinette's mentor, so potentially able to offer genuine insights into contemporary attitudes to the French Queen before 1789 • A private letter to Empress Maria Theresa (Marie-Antoinette's mother), which suggests Mercy-Argenteau is expressing his views candidly • The nature of the ambassador's comments indicates the author believes the Queen's own behaviour has contributed significantly to negative French attitudes. 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: • Marie-Antoinette's financial profligacy was well known in France and made her unpopular with the public, e.g. in 1776 she acquired diamond earrings, which cost 600,000 livres • Marie-Antoinette's fondness for expensive building projects indicated that she was completely out of touch with ordinary French people, e.g. an expensive model village was constructed at the Trianon • Marie-Antoinette's predilection for gambling also undermined public respect for the monarchy, e.g. in one year she accumulated gambling debts of 500,000 livres and was dubbed 'Madame Deficit'.

Question	Indicative content
1b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the reasons for the King's flight to Varennes in 1791. 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: • Grégoire, as a radical Jacobin, clergyman and member of the National Assembly, was potentially able to provide an informed account of Louis XVI's reasons for embarking on the flight to Varennes in June 1791 • As a Jacobin anti-royalist, the author portrays Louis XVI's in a negative light as shown in his choice of language ('abandons his post.', 'a declaration which, if not criminal', 'conspiracy against liberty') • Grégoire's account, as public speech, was clearly intended to persuade members of the National Assembly that Louis XVI's motives for the flight to Varennes were dishonourable and threatened the revolution. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It implies that the King embarked on the flight to Varennes because he disagreed with the revolutionary settlement introduced since 1789 ('a written declaration ⋯ contrary to the principles of our liberty.') • It suggests that the view that the King's flight to Varennes was an attempt to facilitate peaceful negotiations with the Assembly is unconvincing ('it was pointless to flee from the capital.') • It implies that the King's real motive was to mobilise military force against the Assembly in particular and the revolution in general ('support his claims with military force … conspiracy against liberty.') 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: • Before leaving, the King drew up a proclamation to the French people in which he made it clear that the flight to Varennes was motivated by his rejection of the revolution • The King's flight was partly driven by his dislike of being restricted by the Constituent Assembly; he hoped that, by putting himself out of reach at Montmédy, he would be in a stronger position • Afterwards, the King stated that the flight was motivated by his concern for the safety of his family if they stayed in Paris; he denied he acted in collusion with foreign powers, his relatives or émigrés.

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

Question	Indicative content
2a	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. Candidates must analyse the source to consider its value for an enquiry into the reasons for the abdication of Tsar Nicholas II in March 1917. 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: • It indicates that the Tsar's abdication was due to the pressures of war ('terrible struggle against the foreign enemy', 'hard-fought war.') • It implies that the Tsar's abdication was prompted by domestic problems and the need to improve the efficiency of the Russian war effort ('Troubles at home', 'enabling … achievement of victory.') • It suggests that others were also involved in Nicholas II stepping down and that the abdication was not solely his decision ('in agreement with the duma'). 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: • The status of the source (an imperial Act) offers Nicholas II's official position on the reasons for the abdication • As a document intended for public consumption, the Act is clearly designed to persuade the Russian people that the Tsar is acting in the national interest • The tone of the language used in the source emphasises that the abdication is the proper response to the great crisis facing Russia ('voice of My conscience', 'formidable test', 'My duty to abdicate'). 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: • By late 1916, military defeat and the regime's mismanagement of the war effort had alienated the Progressive Bloc; prominent politicians such as Guchkov were considering the overthrow of the Tsar • By early 1917, the army high command and the bureaucracy concluded that a government of duma politicians had a better chance of winning the war and preventing domestic disintegration • Nicholas II's abdication was not a voluntary decision: the army high command overrode his instructions to regain control of Petrograd and pressed, along with senior duma politicians, for his abdication.

Question	Indicative content
2b	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. Candidates must analyse and evaluate the source in relation to an enquiry into the reasons for the defeat of the Whites in the Russian Civil War. 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: • General Graves, as commander of the US interventionist forces in Siberia at this time, was in a good position to comment on the activities of Kolchak and the White forces in the region • His critical comments on Kolchak and the White forces in Siberia ('distrusted and detested', 'White dictatorship', 'old vices … came back') could be interpreted as evidence of impartiality • Graves focuses only on the shortcomings of one White commander and his forces in one theatre of the civil war. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It provides evidence that the White army in Siberia was ill-disciplined and corrupt ('Floggings and shootings … whilst the men starved') • It indicates that Kolchak's regime in Siberia was anti-democratic and lacked support ('he did not favour democracy', 'The common people were the most hostile') • It indicates that the Whites were internally divided ('He hated … the largest political body in Siberia', 'Socialists of any kind, and Liberals and Democrats, were slaughtered in their thousands.') 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: • Kolchak's base at Omsk was poorly disciplined and corrupt, e.g. uniforms and military equipment, supplied by foreign interventionist governments, were sold on the black market • The Whites' determination to restore Russia to its pre-revolutionary past alienated important groups such as the peasantry who feared the loss of their lands and the return of the landlords • Kolchak treated many SRs brutally even though the SRs had been part of a joint anti-Bolshevik government at Omsk; thereafter the SRs staged revolts against Kolchak, undermining his military campaign • The Whites were made up of different groups who had entirely different aims and beliefs, which made cooperation difficult and an agreed political strategy impossible.

Section B: indicative content

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

Question	Indicative content
3	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. Candidates are expected to reach a judgement on how accurate it is to say that economic pressures were the main reason for the onset of the Terror in 1793. Arguments and evidence that economic pressures were the main reason for the onset of the Terror in 1793 should be analysed and evaluated. Relevant points may include: • Rising bread prices in Paris, and the falling value of the assignat, radicalised the sans-culottes who blamed the price rises on hoarders and counterrevolutionaries • Economic discontent in Paris and elsewhere was fuelled by the priority given to the army's food supplies and the impact of a British naval blockade of French ports, which restricted trade • The introduction of a maximum price on bread and grain in May 1793 generated peasant opposition, exacerbated town-country conflicts and sharpened Jacobin-Girondin differences • Popular discontent over food shortages in Paris led to the formation of an *armée révolutionnaire* to requisition food and track down hoarders; this led to violent conflict with the peasants. Arguments and evidence that other factors were the main reason for the onset of the Terror in 1793 should be analysed and evaluated. Relevant points may include: • The Terror was partly a response to the federalist revolts in places such as Marseilles, Lyon and Toulon. These uprisings were directed against the political influence of Paris, the Convention and the Jacobins • The Girondin-Jacobin power struggle during 1793 culminated in a Jacobin victory that encouraged more extreme measures and popular radicalism, e.g. the radicalising impact of Marat's murder in July 1793 • By spring 1793, France was under threat of invasion and conquest by the armies of the First Coalition, which led to a state of emergency since the very survival of the revolution was in doubt, e.g. watch committees • To counter the foreign threat, the French war effort used arbitrary methods, e.g. the levy; the foreign threat encouraged internal polarisation and the denunciation of those suspected of anti-revolutionary behaviour. Other relevant material must be credited.

Question	Indicative content
4	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. Candidates are expected to reach a judgement on how similar were the Terror of 1793-94 and the White Terror of the mid-1790s. Arguments and evidence that the Terror of 1793-94 and the White Terror of the mid-1790s were similar should be analysed and evaluated. Relevant points may include: • Both the Jacobin Terror of 1793-94 and the White Terror of the mid-1790s were extreme expressions of popular radicalism and political violence, which both involved committed minorities • Both the Jacobin Terror and the White Terror were most evident in similar parts of France, such as Paris, Lyon, Marseilles, Toulon and the Rhône valley • Both the Jacobin Terror and the White Terror were either promoted or accepted by the authorities at the time, e.g. the Committee of Public Safety and the Thermidorean Convention. Arguments and evidence that the Terror of 1793-94 and the White Terror of the mid-1790s were different should be analysed and evaluated. Relevant points may include: • The Jacobin Terror and the White Terror were different since the latter represented a violent anti-Jacobin backlash after the collapse of Jacobin power following Robespierre's fall in July 1794 • In terms of scale, the Jacobin Terror was much more brutal than the White Terror, e.g. estimates for 1793-94 put the death toll at 150,000-200,000 whereas around 2,000 died due to the White Terror in 1795 • The Jacobin Terror and the White Terror were driven by different social groups; the *sans-culottes* were drawn from the working and lower middle classes whereas the *jeunesse dorée* tended to be more bourgeois • The *jeunesse dorée* developed their own sub-culture (based on dress, songs and ballads), which was deliberately designed to distinguish them from the appearance and outlook of the *sans-culottes* and Jacobins. Other relevant material must be credited.

Question	Indicative content
5	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. Candidates are expected to reach a judgement on how accurate it is to say that the Directory had little success in the years 1795-99. Arguments and evidence that the Directory had little success in the years 1795-99 should be analysed and evaluated. Relevant points may include: • The Directory failed to deliver political stability, e.g. the Coup of Floreal (1798), the Coup of Brumaire (1799) and the constitution of Year III provided no mechanism to resolve executive-legislature disputes • In an attempt to preserve a non-Jacobin/Royalist majority, the directors interfered with elections (e.g. Law of 22 Floreal), which undermined public respect for the political system • Attempts to restore the Treasury's finances were not successful, e.g. the value of the assignat collapsed, the new currency became worthless, and the introduction of indirect taxes was unpopular • The monetary crisis of 1795-97 reduced purchasing power, which undermined economic stability; the bonds issued to write off government debt quickly slumped in value, which alienated government creditors. Arguments and evidence that the Directory was successful in the years 1795-99 should be analysed and evaluated. Relevant points may include: • The Directory's constitutional arrangements (based on the Directory of five, the Council of Five Hundred and the Council of Ancients) prevented the concentration of power and avoided the extremism of 1793-94 • Until Fructidor (1797), the Directory provided a moderate 'representative' government steering a middle course between the restoration of the monarchy and the introduction of popular democracy • Two-thirds of the national debt was written off in September 1797 through the issue of bonds to government creditors, which reduced interest payments and stabilised French finances for a time • Finance Minister Ramel's taxation reforms (1798) balanced the government's books; military victories gave the Directory security and income, e.g. defeated states in Italy paid 200 million livres in indemnities. Other relevant material must be credited.

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

Question	Indicative content
6	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. Candidates are expected to reach a judgement on how accurate it is to say that Tsarist rule in the years 1906-1914 was similar to Tsarist rule in the years 1894-1905. Arguments and evidence that Tsarist rule in the years 1906-14 was similar to Tsarist rule in the years 1894-1905 should be analysed and evaluated. Relevant points may include: • Throughout both periods, the Tsarist government relied on repression to maintain control, e.g. in 1901 the army was used 300 times to deal with strikers and Stolypin's 'pacification' of the countryside in 1906-09 • The autocratic government structure in the years 1906-1914 was similar to that in the years 1894-1905, e.g. Nicholas rejected the 'senseless dream' of political reform (1895) and the impact of the 1907 electoral law • Before and after 1905, Nicholas II was temperamentally unsuited to leadership in the modern age, e.g. his enduring belief in divine right and autocracy, and his dislike of the duma and reforming ministers • Before and after 1905, ministers attempted to modernise Russia in order to strengthen the Tsarist regime, e.g. Witte's industrialisation programme (1893-1903) and Stolypin's agrarian reforms after 1905. Arguments and evidence that Tsarist rule in the years 1906-1914 was different from Tsarist rule in the years 1894-1905 should be analysed and evaluated. Relevant points may include: • The establishment of the duma in 1906 introduced an elected national legislative body, which had not existed before and which was prepared to criticise the Tsar's government • After 1906, Nicholas adopted a different political attitude and coexisted with the duma; he resisted calls from some of his ministers to strip the duma of its powers and turn it into a purely consultative body • The October Manifesto (1905) granted the legal right to form political parties and these were, within limits, free to criticise the Tsarist government; such a system did not exist before 1906 • From 1906, the Tsarist regime had a constitution of sorts in the form of the Fundamental Laws and a freer press that helped to encourage public political debate. Other relevant material must be credited.

Question	Indicative content
7	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. Candidates are expected to reach a judgement on how accurate it is to say that problems in agriculture were the main reason for the weakness of the Provisional Government in 1917. Arguments and evidence that problems in agriculture were the main reason for the weakness of the Provisional Government in 1917 should be analysed and evaluated. Relevant points may include: • The Provisional Government's decision to postpone land reform until the Constituent Assembly had been elected, prompted illegal and often violent peasant land seizures, which undermined the government's authority • Government attempts to introduce a fixed-price grain monopoly in March and August alienated the peasantry who had little incentive to accept this form of 'institutionalised robbery' when consumer goods prices were rising • The government obtained less than half of Russia's grain requirements (March-October); rationing and lack of food in the cities radicalised urban workers who blamed the government for their predicament. Arguments and evidence that other factors/developments were the main reason for the weakness of the Provisional Government in 1917 should be analysed and evaluated. Relevant points may include: • The Provisional Government's war policy created serious industrial problems and increasingly ran counter to the growing war-weariness and demoralisation evident in the army and population as a whole • The authority of the Provisional Government was undermined from the outset by the existence of the rival 'watchdog' Petrograd Soviet, e.g. Order No. 1 and Order No. 2 • Kerensky's suspected collusion with Kornilov's counter-revolutionary plans (August 1917) seriously damaged his government's credibility with the Petrograd working class • The Provisional Government failed to deal with the growing internal threat posed by Lenin and the Bolsheviks from April 1917, e.g. their effective propaganda on key issues and an organised takeover of power in October. Other relevant material must be credited.

Question	Indicative content
8	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. Candidates are expected to reach a judgement on how accurate it is to say that the New Economic Policy had little positive impact on the Russian economy in the years 1921-24. Arguments and evidence that the New Economic Policy had little positive impact on the Russian economy in the years 1921-24 should be analysed and evaluated. Relevant points may include: • The NEP 'scissors crisis' (1922-23) exposed weaknesses in the Soviet economy as peasants faced falling agricultural incomes and increasing prices for industrial goods; this reduced the incentive to grow grain • Urban unemployment levels remained high under the NEP in the years 1921-24 and average wages remained below 1914 levels. • The NEP brought with it inequality and corruption, e.g. profiteering Nepmen, gambling, prostitution and drug dealing • By 1924, the NEP had not restored the economy to its overall 1913 production level, e.g. industrial production stood at 4,660 million roubles in 1924, significantly below the 1913 figure of 10,251 million roubles. Arguments and evidence that the New Economic Policy did have a positive impact on the Russian economy in the years 1921-24 should be analysed and evaluated. Relevant points may include: • The NEP, by ending grain requisitioning and introducing elements of free trade, boosted agricultural output; between 1921 and 1924 grain production increased from 37.6 million tons to 51.4 million tons • Under the NEP, small scale factory output rose by almost 200 per cent in the years up to 1923. • Heavy industrial production increased notably under the first four years of the NEP, e.g. coal production increased from 8.9 million tons (1921) to 16.1 million tons (1924) • The introduction of a new currency assisted trade by providing an incentive to sell food and other goods again. Other relevant material must be credited.

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