Mark Scheme

Summer 2023

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

Paper 2: Depth study

Option 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.

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 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 the nature of the White Terror in Paris in the mid-1790s. 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 young men, who considered themselves victims of the Terror, were the main participants in the White Terror in Paris ('The *jeunesse dorée* … on the scaffold.') • It indicates that the White Terror in Paris targeted republicans, was arbitrary in nature, and had its own sub-culture ('called for …'terrorist' republicans.', 'Anyone … water troughs.', 'sang … the 'farandole'.') • It suggests that the White Terror in Paris targeted symbols of the Terror as well as those regarded as participants ('Fréron, their leader, demanded … the Jacobins' club demolished.'). 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: • As a politically-engaged individual in the 1790s, Choudieu was potentially in a good position to provide an informed account of the nature of the White Terror in the French capital • Choudieu's purpose was to draw attention to the violent features of the White Terror in Paris, as shown in his choice of language ('never lost anything', 'claimed to be victims') • Since Choudieu's account was written in the 1830s, the author had the advantage of hindsight in assessing the nature of the White Terror in Paris. 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: • The *jeunesse dorée*, the driving force behind the White Terror in Paris, comprised some 2-3,000 middle-class youths, who regarded themselves as victims of the Terror • Encouraged by the journalist Louis Fréron, *jeunesse dorée* gangs roamed the streets of the capital, attacking and intimidating Jacobins and *sans-culottes*; they also stoned and raided the Jacobin Club • The White Terror in Paris developed its own sub-culture with the *jeunesse dorée* adopting an extravagant form of dress and songs and ballads that were designed to distinguish them from the Jacobins and *sans-culottes*.

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 popularity of the Directory in the late 1790s. 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: • The status of the source (a police report) offers an official view of the extent of the Directory's popularity • As a confidential document intended for government officials only, the author's assessment of the Directory's popularity may be more candid • The police report is confined to developments under the Directory in late 1797 and thus covers only part of the late 1790s timeframe. 2.The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It implies that the Directory had lost popularity through its failure to deal with the financial and economic problems facing France ('public anxiety … financial situation.', 'People grumble … public poverty') • It implies that the Directory's coup of 18 Fructidor had damaged its popularity ('critics of 18 Fructidor … due to that coup.', 'Rumours are rife … two Councils once again') • It suggests that the constitutional basis of the Directory lacked popular support ('Some people, speaking … aristocratic government.'). 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: • Government creditors and the bourgeoisie were alienated by the Directory's failure to restore the government's finances, e.g. the assignat and government bonds both collapsed • Public support and respect for the Directory was undermined because the Directors interfered with elections in an attempt to preserve a non-Jacobin/Royalist majority, e.g. Law of 22 Floréal • Falling election turnout, difficulties in filling local government posts and the lack of public opposition to the Coup of Brumaire (1799) indicate that, by the late 1790s, the Directory was unpopular.

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 weaknesses of the Provisional Government. 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 suggests that the Provisional Government spent much of its time talking and discussing rather than taking action ('held hectic conferences… they boasted loudly at public meetings') • It indicates that most of the Provisional Government ministers lacked the experience required to discharge their responsibilities ('completely incompetent … lacked any experience of political control.') • It indicates that the Provisional Government was divided along party lines and had no clear goals beyond removing Nicholas II and staying in the war ('a coalition without clear objectives.', 'mistrustful of each other'). 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: • As a British secret service agent based in Russia at the time, Blair was in a good position to provide an informed account of the weaknesses of the Provisional Government • Blair's purpose was to draw attention to the serious weaknesses of the Provisional Government, as shown in his choice of language ('boasted loudly at public meetings', 'completely incompetent') • Since Blair's account was published in 1937, the author had the advantage of hindsight in assessing the weaknesses of the short-lived Provisional Government. 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: • The Provisional Government's status as an interim body, until the Constituent Assembly was elected, led to indecision and delay on key issues, e.g. land redistribution and national minorities • The Provisional Government was weakened by internal disagreements and party divisions, e.g. from May 1917 Kadet ministers clashed with Menshevik and SR ministers over state regulation and agrarian reform • The Provisional Government's continued participation in the war led to demoralisation and war-weariness that undermined the administration and led to growing support for the Bolsheviks' anti-war platform.

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

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 results of the New Economic Policy in the years 1921-24. 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: • As a Bolshevik writer, the author was likely to be well informed about the results of the NEP in the early 1920s • Although written by a Bolshevik, the credibility of the source is potentially enhanced by the fact that it considers both the positive and negative results of the NEP • The content of the source is confined to the results of the NEP in 1921. 2. The evidence could be assessed in terms of giving weight to the following points of information and inferences: • It indicates that the NEP brought positive economic results and created a public mood of greater prosperity ('famine … decreasing noticeably', 'people were talking about the return of capitalism and prosperity.') • It indicates that the capitalist features of the NEP led to political discontent among rank and file Bolsheviks ('For what did we fight … they asked bitterly.', 'these Bolshevik members … a come-back.') • It indicates that the NEP ushered in a new era of Bolshevik political intolerance and one-party rule ('complete removal of … democracy', 'imposition of an absolute monopoly of power'). 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: • Economic recovery was evident by 1923, with cereal production and factory output up by 23 and 200 per cent respectively on 1920 figures; however, by 1924, the NEP had still not reached 1913 production levels • The NEP was not popular with sections of the Bolshevik Party because it reintroduced capitalist competition and private property into the Russian economy and thus delayed the transition to socialism • The introduction of the NEP led to a political clamp-down; the Decree on Party Unity formally banned internal Bolshevik opposition to official party decisions and another decree outlawed all other parties.

Section B: indicative content

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 about the extent to which the collapse of absolute monarchy in France in 1789 was due to the impact of the American Revolution. Arguments and evidence that the collapse of absolute monarchy in France in 1789 was due to the impact of the American Revolution should be analysed and evaluated. Relevant points may include: • France provided an estimated 1.3 billion livres in military and other support in the American Revolutionary War; this overstretched the already weak financial position of the French monarchy • Necker raised loans to pay for the war and deceived investors with an inaccurate *compte rendu*; this contributed to French state expenditure servicing the debt growing unsustainably to over 50 per cent by 1788 • The 8,000 French soldiers who fought in the American Revolutionary War had been exposed to ideas such as liberty and democracy and many on their return home demanded similar rights for the people of France • The American Revolution galvanised those in France who opposed the *ancien régime* by providing a practical example of how existing political authority could be removed and new institutions established. Arguments and evidence that the collapse of absolute monarchy in France in 1789 was due to the impact of other factors/developments should be analysed and evaluated. Relevant points may include: • A poor 1788 harvest exacerbated rural poverty, substantially increased bread prices in urban areas (e.g. a 50 per cent price increase in Paris) and contributed to an economic downturn, which led to popular protests • Louis XVI's ill-judged actions also contributed to the onset of revolution by undermining the *ancien régime*, e.g. he exiled the Paris Parlement in 1788, and called up the troops and abruptly dismissed Necker in 1789 • The Enlightenment promoted the spread of new ideas based on reason, logic and evidence, which challenged the structure, inequalities and rationale of the *ancien régime* • Office-holding in the royal bureaucracy was largely based on venality, which led to waste, corruption and incompetence, and also fed the resentment of bourgeois professionals excluded from the system. 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 accurate it is 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. Arguments and evidence that the impact of war with Austria and Prussia was the main reason for the collapse of constitutional monarchy in the years 1791-92 should be analysed and evaluated. Relevant points may include: • From the outset, Louis XVI's self-interested support for war and suspected support for the Austrian Emperor encouraged the belief that he was a threat to French security and secretly plotting to reinstate absolutism • The French retreat from the Austrian Netherlands in April-May 1792, due to military weaknesses, led to accusations that Louis and the Austrian Committee had betrayed France and supported counterrevolution • Louis XVI's actions in June 1792, when France faced the threat of invasion, undermined his position, e.g. royal vetoes regarding refractory priests and the *fédérés* and the dismissal of Girondin ministers • The Brunswick Manifesto (August 1792), issued by the Prussian army commander, led 47 out of 48 Sections in Paris to call for the abolition of the monarchy and helped to trigger the *journée* of 10th August. Arguments and evidence that other factors/developments were the main reason for the collapse of constitutional monarchy in the years 1791-92 should be analysed and evaluated. Relevant points may include: • The disastrous consequences of Louis' flight to Varennes in 1791, and his proclamation to the French people, undermined the support of moderate politicians and caused popular resentment • France's economic problems in the early 1790s fuelled popular discontent, which undermined the constitutional monarchy, e.g. poor harvests, shortage of imported goods, rising prices, and mounting unemployment • The role of the Cordeliers Club and the fraternal and popular societies in mobilising and politicising the Parisian *sans-culottes* against all forms of privilege, e.g. the *journées* of June and August 1792 • Church reform, notably the Civil Constitution of the Clergy, led to opposition from Catholic bishops, priests and parishioners, and political polarisation, which undermined constitutional monarchy. 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 the significance of the role played by St-Just in the Terror in 1794. Arguments and evidence that St-Just played a significant role in the Terror in 1794 should be analysed and evaluated. Relevant points may include: • St-Just played a key role in the purge of the Hébertists and the Indulgents in the spring of 1794; their removal ensured that the Committees of Public Safety and General Security (CPS and CGS) were now dominant • St-Just personally sponsored the Laws of Ventôse (February-March 1794), which established popular commissions to confiscate the property of enemies of the revolution and redistribute it to approved 'patriots' • St-Just created a new general police bureau in April 1794, which strengthened the CPS as the key body directing the Terror by undermining the official powers of the CGS • St-Just was Robespierre's closest political ally during 1794; his speeches and writings called for the continuation of the Terror and he backed Robespierre against opponents within the CPS, e.g. Carnot and Prieur. Arguments and evidence that St-Just did not play a significant role/ other individuals/factors played a more significant role in the Terror in 1794 should be analysed and evaluated. Relevant points may include: • St-Just's role in the Terror in 1794 was of limited significance because he was away *en mission* with the Army of the North on several occasions during the year • St-Just's Laws of Ventôse gained only lukewarm support in the CPS and were never properly implemented; St-Just was only one of 12 CPS members and all committee decisions were collective • Robespierre played a more significant role in 1794, e.g. he was the dominant CPS member, drafted the Law of 22 Prairial and introduced 'virtue' as a new moral justification for terror • The terror campaign of early 1794 in the Vendée, which led to some 250,000 deaths, was locally organised by General Turreau and Jean-Baptiste Carrier, the representative on mission. Other relevant material must be credited.

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 the 1905 Revolution was due to the impact of Bloody Sunday. Arguments and evidence that the 1905 Revolution was due to the impact of Bloody Sunday should be analysed and evaluated. Relevant points may include: • Government military action on Bloody Sunday destroyed the traditional view of the Tsar as the population's caring 'little father', thereby removing an important stabilising mechanism of social control for the regime • Bloody Sunday triggered a large wave of working-class protests, e.g. by February 1905, some 400,000 workers were on strike in major urban centres in response to the massacre • Bloody Sunday radicalised liberals, creating a more uncompromising and united opposition to the Tsarist regime; educated society was repelled by the massacre and universities became centres of political agitation • Many of the surviving Bloody Sunday demonstrators were expelled by the authorities from St. Petersburg and scattered across Russia; this spread news of the massacre, generating widespread discontent with the regime. Arguments and evidence that the 1905 Revolution was due to the impact of other factors/developments should be analysed and evaluated. Relevant points may include: • The Tsarist regime's inept handling of the Russo-Japanese war increased liberal demands for more representative government; economic disruption caused by the war intensified working-class discontent with the regime • The long-term grievances of Russia's industrial workers sharpened their opposition to Tsarist government, e.g. long hours, poor living and working conditions, and low pay • Peasant resistance to Tsarism, which was driven by the burden of redemption payments and high taxes, and the problem of insufficient land • Nationalities within the empire resented the Tsarist policy of 'Russification' (concerning language, culture and religion) and the regime's opposition to their demands for self-determination. 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 the nature of Tsarist government changed little in the years 1906-14. Arguments and evidence that the nature of Tsarist government changed little in the years 1906-14 should be analysed and evaluated. Relevant points may include: • The Fundamental Laws of April 1906 preserved virtually all of the Tsar's autocratic powers, e.g. Articles 4 and 87, creation of an unelected Imperial State Council, the Tsar had the right to 'hire and fire' ministers • The duma's functions and composition were altered by the government to preserve the Tsarist regime's powers and tame the assembly, e.g. the new electoral law of 1907 favoured groups most loyal to the regime • Throughout this period, the Tsarist regime continued to rely on repression to maintain control, e.g. Stolypin's 'pacification' of the countryside, 1906–09, and the 1912 Lena goldfields massacre • Nicholas II remained temperamentally unsuited to the role of a modernising leader after the 1905 Revolution, e.g. he held the duma in disdain and was determined to pass on his autocratic powers to his son. Arguments and evidence that the nature of Tsarist government did change in the years 1906-14 should be analysed and evaluated. Relevant points may include: • The establishment of the duma introduced an elected national legislative body, which had not existed before and which was prepared to criticise the Tsar's government • Nicholas co-existed (albeit uneasily) with the duma and resisted calls from some of his minsters to strip it of its powers and turn it into a purely consultative body • The October Manifesto (1905) had granted the legal right to form political parties and these were, within limits, free to criticise the Tsarist government • By 1914, the Tsarist regime was more willing to tolerate a relatively free press in Russia than it had been in 1905-06, and this helped to transform public political debate. 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 significant Trotsky's role was in the Bolshevik victory in the Russian civil war. Arguments and evidence that Trotsky's role was significant in the Bolshevik victory in the Russian civil war should be analysed and evaluated. Relevant points may include: • Trotsky, as People's Commissar for War, was instrumental in creating a superior Bolshevik fighting force – the Red Army - based on conscription, discipline, rank and the use of ex-tsarist 'military specialists' • Trotsky's frequent visits by special train to parts of the front where the fighting was fiercest served as a great morale booster for Red troops; he was regarded by many Bolsheviks as an inspirational military leader • Trotsky's military intervention to save Petrograd from Yudenich's White forces was crucial; Lenin had resigned himself to losing the city but Trotsky disagreed with this assessment. Arguments and evidence that Trotsky's role was less significant and/or other factors/developments were more significant in the Bolshevik victory in the Russian civil war should be analysed and evaluated. Relevant points may include: • Trotsky was not a military strategist and the key Bolshevik military decisions were taken by others; some of Trotsky's Red Army units were under-equipped and poorly trained and affected by high desertion rates • The White groups had different aims and beliefs, which made an agreed political strategy impossible; the main White forces operated in different parts of Russia and this prevented a co-ordinated fighting strategy • Bolshevik control of the central Petrograd-Moscow area gave the Reds several advantages, e.g. better transport links, access to the main armament factories and a large pool of potential conscripts • Foreign intervention was small-scale and not co-ordinated, posing little military threat to the Reds; it also enabled the Bolsheviks to increase support by posing as patriotic defenders of Russia. Other relevant material must be credited.

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