

Please check the examination details below before entering your candidate information

Candidate surname

Other names

**Pearson Edexcel  
Level 3 GCE**

Centre Number

--	--	--	--	--

Candidate Number

--	--	--	--	--

**Wednesday 3 June 2020**

Morning (Time: 1 hour 30 minutes)

Paper Reference **9HI0/2C**

**History**

**Advanced**

**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.
- You must answer **two** questions on the option for which you have been prepared.
- There are two sections in this question paper. Answer **one** question from Section A and **one** question from Section B.
- 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.

Turn over ►

P62393A

©2020 Pearson Education Ltd.

1/1/1/



Pearson

## SECTION A

Choose EITHER Question 1 OR Question 2 for which you have been prepared.

You must start your answer on page 3.

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

Study Sources 1 and 2 in the Sources Booklet before you answer this question.

- 1 How far could the historian make use of Sources 1 and 2 together to investigate the power of the French monarchy in the years immediately before 1789?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 1 = 20 marks)

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

Study Sources 3 and 4 in the Sources Booklet before you answer this question.

- 2 How far could the historian make use of Sources 3 and 4 together to investigate the problems associated with foreign intervention in Russia after the Bolshevik takeover?

Explain your answer, using both sources, the information given about them and your own knowledge of the historical context.

(Total for Question 2 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Indicate which question you are answering by marking a cross . 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**

Area with horizontal dotted lines for writing answers.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.





DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**TOTAL FOR SECTION A = 20 MARKS**



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

**BLANK PAGE**



## 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 page 13.

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

#### EITHER

- 3 How significant were external threats in sharpening divisions within France in the years 1791–94?

(Total for Question 3 = 20 marks)

#### OR

- 4 How accurate is it to say that economic and financial problems were the primary reason for the collapse of the Directory in 1799?

(Total for Question 4 = 20 marks)

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

#### EITHER

- 5 How accurate is it to say that Tsarism remained a fundamentally stable system of government in the years 1894–1914?

(Total for Question 5 = 20 marks)

#### OR

- 6 'The differences between the revolutions of February 1917 and October 1917 far outweigh their similarities.'

How far do you agree with this statement?

(Total for Question 6 = 20 marks)

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Indicate which question you are answering by marking a cross . 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**

Area with horizontal dotted lines for writing answers.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 25 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.





DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

Handwriting practice area with 20 sets of horizontal dotted lines.



DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

DO NOT WRITE IN THIS AREA

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



**Pearson Edexcel Level 3 GCE**

**Wednesday 3 June 2020**

Morning (Time: 1 hour 30 minutes)

Paper Reference **9HI0/2C**

**History**

**Advanced**

**Paper 2: Depth study**

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

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

**Sources Booklet**

**Do not return this booklet with the question paper.**

*Turn over* ►

**P62393A**

©2020 Pearson Education Ltd.

1/1/1/



**Pearson**

## Sources for use with Section A.

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

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

#### Sources for use with Question 1.

**Source 1:** From a speech made by Chrétien-François de Lamoignon at a royal sitting of the Parlement of Paris, 19 November 1787. Lamoignon was then Minister of Justice. Here he is commenting on the power of the French monarchy.

The principles, universally accepted by the nation, prove that:

1. Sovereign power in his kingdom belongs to the king alone
2. The king is accountable only to God for the exercise of supreme power
3. The link that unites the king and the nation is by nature unbreakable
4. The mutual interests and duties of the king and his subjects ensure that this link is permanent 5
5. The nation has a vested interest that the rights of its ruler remain unchanged
6. The king is the sovereign ruler of the nation, and he embodies the nation
7. Legislative power resides in the person of the monarch, depending upon and sharing with no-one. 10

These are the unchanging principles of the French monarchy. The right to convene the Estates-General belongs to the king alone and he alone decides whether such a gathering is useful or necessary. The king needs no special powers to administer his kingdom. The king will always be the supreme judge of his people's representations or grievances. When our kings established the Parlements, they wished to appoint officers whose duty was to administer justice and to maintain the kingdom. It was not the officers' duty to build up a power to rival royal authority. 15

**Source 2:** From *'Memoir of the Princes of the Blood'*, a petition sent to Louis XVI by five French princes, 12 December 1788. The Princes of the Blood were relatives of the king and the petition was presented to Louis XVI at the end of the second Assembly of Notables. Here the princes are commenting on the condition of the monarchy in France.

Your Majesty has stated to the Princes of the Blood that, when they wish to tell him what might be useful in his service and to the State, they may address themselves to him. We, the Count of Artois, Prince of Condé, the Duke of Bourbon, the Duke of Enghien and Prince Conti, believe it to be our duty to respond to this invitation from Your Majesty. 20

Sire, the State is in danger. Your person is respected and the virtues of the monarch ensure the devotion of the nation. But Sire, a revolution is brewing in the principles of government. It is being brought on by stirring up opinion. Our valued institutions, which this monarchy has made to flourish for so many centuries, have become matters for debate, or are even described as injustices. Everything reveals a system of deliberate insubordination and contempt for the laws of the State. Who can say where these wild opinions will stop? 25 30

The rights of the throne have been called into question. The rights of the two orders of the State divide opinions and soon property rights will be attacked. The inequality of wealth will be presented as an aim of reform. The suppression of feudal rights has already been proposed, as the abolition of a system of oppression, a left-over from a barbaric past. 35

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

### Sources for use with Question 2.

**Source 3:** From a confidential report by a British diplomat, based in Russia, to the British government, 22 December 1917.

I quite understand that our first objective is to help to establish some power or force in the south of Russia. This however raises the big question whether such assistance should be open or secret.

Open assistance would give great moral encouragement to all parties who are opposed to the Bolsheviks. The governing council of the Ukraine\* would be more sympathetic to our point of view if the council was openly recognised. Cossacks might also come in, and many thousands of Russian officers would join the movement. It might secure us the Black Sea Fleet and upset the Bolsheviks. 5

But the disadvantages are that it recognises the break-up of Russia. It would mean open opposition to the Bolsheviks and give Lenin's party the excuse they may be looking for to abandon the Russian wartime alliance. The Bolsheviks would then openly oppose us and hand back to the Germans captured German guns and German prisoners. 10

We can provide secret assistance, chiefly in the form of money. Such funds can be used to buy supplies and be given to various secret organisations with whom we can get in touch. It does not commit us in any way. But we have no guarantee as to how far it will be used according to our wishes and is therefore a pure gamble. 15

\*Ukraine – a territory that formed part of the Tsarist Empire until 1917



**Source 4:** From R H Bruce Lockhart, *Memoirs of a British Agent*, published 1932.  
Lockhart worked as a British secret agent in Moscow in 1918.

On 4 August 1918 Moscow went wild with excitement. The Allies had landed at the port of Archangel. Rumour abounded that the Allies had sent up to 100,000 men and the Japanese were to send seven army divisions through Siberia. In despair, the Bolsheviks began to pack up, ready for departure. I saw the local Bolshevik leader, Karachan, and he told me that the Bolshevik cause was lost. For forty-eight hours I fooled myself with the thought that the foreign intervention might prove a brilliant success. 20 25

When I next saw Karachan, he was smiling. He now said that the situation was not serious as the Allies had actually landed only a few hundred men. We had committed the unbelievable error of landing at Archangel with fewer than 1,200 men. 30

In the absence of a strong lead from the Allies, the various counter-revolutionary groups began to quarrel and argue among themselves. The accuracy of my prediction, that the support we would receive from the Russians would be in direct proportion to the number of troops we sent, was speedily proved. The majority of the Russian people remained completely apathetic. 35

**BLANK PAGE**

**BLANK PAGE**

**BLANK PAGE**

Every effort has been made to contact copyright holders to obtain their permission for the use of copyright material. Pearson Education Ltd will, if notified, be happy to rectify any errors or omissions and include any such rectifications in future editions.