



Pearson

Mark scheme

Pearson Edexcel  
GCE History (9HI0/2C)  
Advanced 2018

Paper 2: Depth study

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

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

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2018

Publications Code 9HI0\_2C\_1806\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2018

## 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

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

Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Demonstrates surface level comprehension of the source material without analysis, selecting some material relevant to the question, but in the form of direct quotations or paraphrases.</li> <li>• Some relevant contextual knowledge is included, with limited linkage to the source material.</li> <li>• Evaluation of the source material is assertive with little or no supporting evidence. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• Demonstrates some understanding and attempts analysis of the source material by selecting and summarising information and making undeveloped inferences relevant to the question.</li> <li>• Contextual knowledge is added to information from the source material to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry but with limited support for judgement. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• Demonstrates understanding of the source material and shows some analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences.</li> <li>• Deploys knowledge of the historical context to explain or support inferences as well as to expand, confirm or challenge matters of detail.</li> <li>• Evaluation of the source material is related to the specified enquiry and explanation of utility 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 but with limited justification.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Analyses the source material, interrogating the evidence to make reasoned inferences and to show a range of ways the material can be used, for example by distinguishing between information and claim or opinion, although treatment of the two sources may be uneven.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying some understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and applied, although some of the evaluation may be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Interrogates the evidence of both sources with confidence and discrimination, making reasoned inferences and showing a range of ways the material can be used, for example by distinguishing between information and claim or opinion.</li> <li>• Deploys knowledge of the historical context to illuminate and/or discuss the limitations of what can be gained from the content of the source material, displaying secure understanding of the need to interpret source material in the context of the values and concerns of the society from which it is drawn.</li> <li>• Evaluation of the source material uses valid criteria which are justified and fully applied. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement and, where appropriate, distinguishes between the degree of certainty with which aspects of it can be used as the basis for claims.</li> </ul>

## Section B

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

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–3</b>	<ul style="list-style-type: none"> <li>• Simple or generalised statements are made about the topic.</li> <li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>• The overall judgement is missing or asserted.</li> <li>• There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
<b>2</b>	<b>4–7</b>	<ul style="list-style-type: none"> <li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
<b>3</b>	<b>8–12</b>	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
<b>4</b>	<b>13–16</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>
<b>5</b>	<b>17–20</b>	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands.</li> <li>• Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement.</li> <li>• The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.</li> </ul>

## Section A: Indicative content

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

Question	Indicative content
<b>1</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the extent of the Directory's success.</p> <p><b>Source 1</b></p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"><li>• As a well-educated and socially and politically well-connected French woman, de Stael could potentially offer an informed view on the extent of the Directory's success</li><li>• The account was published almost twenty years after the event and the passage of time may have influenced the author's discussion of the extent of the Directory's success</li><li>• The nature of the source is essentially non-partisan, suggesting that the author is attempting to provide a balanced assessment of the Directory's record.</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent of the Directory's success:</p> <ul style="list-style-type: none"><li>• It suggests that, over the first 20 months, the Directory was able to achieve a number of successes to improve the general situation ('Coins smoothly replaced ... their legal course.')</li><li>• It suggests that the Directory failed to establish real liberty and legal equality because of its treatment of nobles and priests ('But liberty cannot ... circle of the law.')</li><li>• It implies that, after the initial period of success, the Directory was a failure ('The last four years ... from every perspective').</li></ul> <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"><li>• 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</li><li>• 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, at least for a time</li><li>• Metal coins became the only legal currency from 1797 but were in short supply and resulted in deflation which made the Directory unpopular with producers and retailers due to low prices.</li></ul>

Question	Indicative content
	<p><b>Source 2</b></p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• The status of the source (a police report) offers an official view of the extent of the Directory's success</li> <li>• As a confidential document intended for government officials only, the author's assessment of the Directory's performance may be more candid</li> <li>• The police report is confined to developments under the Directory in late 1797 and thus covers only part of the 1795–99 time frame.</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the extent of the Directory's success:</p> <ul style="list-style-type: none"> <li>• It implies that the Directory had failed to deal with the financial and economic problems facing France ('public anxiety ... financial situation', 'Investors ... by the subject', 'jobless workers ... increased in Paris')</li> <li>• It implies that the Directory had failed to create political stability ('Rumours are rife ... two Councils once again.')</li> <li>• It implies that the Directory in late 1797 had failed to mobilise popular support ('Violent grumblings ...', 'Some people, speaking ... aristocratic government.', 'such was the mood ... today.').</li> </ul> <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Directory failed to restore the government's finances (e.g. the assignat and government bonds both collapsed) and this alienated government creditors and the bourgeoisie</li> <li>• In an attempt to preserve a non-Jacobin/Royalist majority, the Directors interfered with elections which undermined support and respect for the political system, e.g. Law of 22 Floréal</li> <li>• The Directory failed to deliver political stability, e.g. Babeuf's Conspiracy of Equals (1796), the Coup of Fructidor (1797), the Coup of Floréal (1798) and the Coup of Brumaire (1799).</li> </ul> <p><b>Sources 1 and 2</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Both sources suggest that the Directory's policies were not successful in the late 1790s</li> <li>• Both sources suggest that the Directory's constitutional/political arrangements were flawed and the government was losing popular support</li> <li>• These points of agreement are reinforced due to the contrasting positions of the authors (an informed French writer and a French police officer).</li> </ul>

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

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to investigate the impact of the Kornilov affair on the Bolsheviks.</p> <p><b>Source 3</b></p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"><li>• As party leader, Lenin was potentially in a good position to offer an informed view about the impact of the Kornilov affair on the Bolsheviks</li><li>• The purpose of Lenin's letter was to persuade the Central Committee that the Bolsheviks had made significant political progress recently mainly due to the Kornilov affair</li><li>• The partisan nature of the source is evident from the use of language to reinforce points ('created solely ... August', 'before the Kornilov revolt ... marched against Petrograd').</li></ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Kornilov affair on the Bolsheviks:</p> <ul style="list-style-type: none"><li>• It indicates that any Bolshevik attempt to seize power before the Kornilov affair would have ended in failure ('before the Kornilov revolt ... marched against Petrograd.')</li><li>• It implies that the failed Kornilov revolt was largely responsible for the Bolsheviks' improved political position ('Now we have a majority ... Kornilov revolt.', 'after the Kornilov revolt ... localities prove this.')</li><li>• It implies that support for the Bolshevik party was growing before the Kornilov affair ('created solely by the history ... handed out to the Bolsheviks').</li></ul> <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The attempted Bolshevik coup during the July Days led to the arrest of several party leaders and government claims that the Bolsheviks were German agents which reduced support for the party</li><li>• The Bolsheviks' role in the anti-Kornilov opposition enabled them to pose as defenders of the revolution and regain support; the Kornilov affair also suggested that the main threat came from the right not the left</li><li>• Support for the Bolsheviks was rising again before the Kornilov affair, e.g. in the August elections to the Petrograd City Duma, the Bolsheviks came second with 33 per cent of the vote.</li></ul>



Question	Indicative content
	<p><b>Source 4</b></p> <p>1. The following points could be made about the origin and nature of the source and applied when evaluating the use of selected information and inferences:</p> <ul style="list-style-type: none"> <li>• As Prime Minister of the Provisional Government at the time, Kerensky was potentially in a good position to offer an informed view about the impact of the Kornilov affair on the Bolsheviks</li> <li>• The purpose of Kerensky's account was to blame Kornilov for the growth and victory of Bolshevism, thereby deflecting attention away from his own responsibility and that of the Provisional Government</li> <li>• The partisan nature of the source is evident from the use of language to reinforce points ('the great crime, the unforgivable sin', 'naïve dreamers ... by means of a "White General"').</li> </ul> <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the impact of the Kornilov affair on the Bolsheviks:</p> <ul style="list-style-type: none"> <li>• It implies that, due to the impact of the Kornilov affair, the Bolsheviks were able to seize power in October 1917 ('Had there been no ... takeover in October 1917.')</li> <li>• It implies that the Kornilov affair was instrumental in enabling the Bolsheviks to secure majorities in the Soviets ('Within a week ... taken over by the Bolsheviks.')</li> <li>• It implies that, after the Kornilov affair, the Bolsheviks were able to use their Soviet majorities to mobilise the masses to undermine the government ('Then everywhere .... leadership and order in Russia.').</li> </ul> <p>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 content. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• After the Kornilov affair, the Bolsheviks were able to secure a majority in the Petrograd Soviet and Trotsky became its President, giving the Bolsheviks an organisational base from which to plan the October coup</li> <li>• As a result of the Kornilov affair, the Bolsheviks were able to break the stranglehold the SRs and Mensheviks had over soviets in other cities in Russia</li> <li>• The Kornilov affair was not the only reason for the improved Bolshevik position, e.g. the Bolsheviks were better organised than their rivals, and Lenin's policies became progressively more popular during 1917.</li> </ul> <p><b>Sources 3 and 4</b></p> <p>The following points could be made about the sources in combination:</p> <ul style="list-style-type: none"> <li>• Both sources indicate that the Kornilov affair had a positive impact on the Bolsheviks</li> <li>• Both sources imply that, before the Kornilov affair, Bolshevik support and influence was limited</li> <li>• These points of agreement are reinforced due to the contrasting positions of the authors (the leader of the Bolsheviks and the former Prime Minister of the Provisional Government).</li> </ul>

## Section B: Indicative content

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

Question	Indicative content
<b>3</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the significance of the challenge posed by the Enlightenment to the <i>ancien régime</i> in France in the years 1774–89.</p> <p>Arguments and evidence that the challenge posed by the Enlightenment to the <i>ancien régime</i> in France in the years 1774–89 was significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• The Enlightenment ideas of the <i>philosophes</i> posed a fundamental challenge to the foundations of the <i>ancien régime</i> by questioning the authority of the Catholic Church and the divine basis of monarchy</li><li>• Enlightenment ideas circulated among a receptive Third Estate in urban areas (through cheaply printed books and pamphlets), thereby radicalising informed opinion against the <i>ancien régime</i></li><li>• Enlightenment ideas also mobilised members of the younger nobility who were critical of the old system, e.g. the Duc d'Orléans who held pro-Enlightenment meetings and published Enlightenment pamphlets</li><li>• Enlightenment criticism of the <i>ancien régime</i> resonated with French involvement in the American War of Independence, a conflict characterised as a struggle against monarchy, tyranny and despotism.</li></ul> <p>Arguments and evidence that the challenge posed by the Enlightenment to the <i>ancien régime</i> in France in the years 1774–89 was not significant should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Most Enlightenment thinkers, although critical of aspects of the <i>ancien régime</i>, were not specifically opposed to the monarchical system of government in France and thus were not revolutionary</li><li>• The spread of Enlightenment ideas was limited by low literacy rates, e.g. 63 per cent of the French population could not read or write in 1789; this affected rural areas in particular</li><li>• The government increased the number of censors to intercept such material and prosecuted authors, e.g. Rousseau fled to Britain to evade arrest and Voltaire was banned from Paris</li><li>• The Catholic Church continued to exert a conservative influence over the faithful by producing lists of banned books, including the works of Montesquieu, Voltaire and Rousseau.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
4	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether religious issues were primarily responsible for the deepening divisions in France in the years 1790–94.</p> <p>Arguments and evidence that religious issues were primarily responsible for the deepening divisions in France in the years 1790–94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Civil Constitution of the Clergy and the oath of loyalty (1790) led to serious divisions, e.g. many people rejected these measures and this turned the counter-revolution into a mass movement</li> <li>• Louis XVI's intervention in religious issues had a polarising effect, e.g. the use of royal vetoes over non-jurors as suspects (1791) and the deportation of refractory priests (1792)</li> <li>• The mass rebellion in the Vendée (1793) against the central government was fuelled by popular hostility to religious change, e.g. the sale of church lands to the urban bourgeoisie</li> <li>• The unofficial policy of dechristianisation (1793–94), driven by an uncompromising atheism and anticlericalism, further alienated socially conservative and religious peasants</li> <li>• Robespierre's Cult of the Supreme Being (1794) offended Catholics because it ignored Catholic doctrine and the Pope; anti-clericals feared that Robespierre was establishing a new religion.</li> </ul> <p>Arguments and evidence that other factors were primarily responsible for the deepening divisions in France in the years 1790–94 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Assembly's measures stripping the nobility of their feudal privileges created some 130,000–150,000 émigrés; a number of these attempted to stir up counter-revolutionary opposition from abroad</li> <li>• Louis XVI's reluctance to assume the role of constitutional monarch (e.g. the flight to Varennes and his proclamation to the French people in 1791), created deeper divisions by encouraging the growth of republicanism</li> <li>• The outbreak of war in 1792 hardened divisions in France, e.g. the impact of the Brunswick Manifesto, the September Massacres, resistance to the levy (1793), high prices and scarcity of food</li> <li>• The role of Robespierre and the <i>sans-culottes</i> in radicalising the revolution through the Terror (1793–94) led to resistance, e.g. the federalist revolts and opposition from other revolutionaries.</li> </ul> <p>Other relevant material must be credited.</p>

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

Question	Indicative content
<b>5</b>	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about whether the survival of the Tsarist system, in the years 1894–1906, owed more to the weaknesses of its opponents than to government policies.</p> <p>Arguments and evidence that the survival of the Tsarist system, in the years 1894–1906, owed more to the weaknesses of its opponents should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Liberal opposition to the Tsarist system had little influence in this period due to the relatively small size of the Russian middle class and liberal fears of inciting an all-engulfing mass revolt against autocracy</li><li>• Marxist opposition had little impact because it attracted few adherents (40,000 by 1904), partly due to limited industrialisation; the Bolshevik-Menshevik split of 1903 also reduced the Social Democrat threat</li><li>• The loosely organised Populists and Socialist Revolutionaries (SRs) were unable to mobilise the scattered peasant population into a viable opposition force; moderate-extremist divisions also weakened the SRs</li><li>• Fundamental divisions between these groups prevented cooperation, e.g. liberals and Marxists disagreed over capitalism and political violence, and the SRs and Marxists had different conceptions of socialism.</li></ul> <p>Arguments and evidence that the survival of the Tsarist system, in the years 1894–1906, owed more to government policies should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"><li>• Before 1905, the government ensured that opposition parties faced an inhospitable legal climate – they were illegal organisations, further hampered by laws restricting freedom of speech and assembly</li><li>• The Tsarist secret police, the Okhrana, successfully infiltrated and destroyed revolutionary networks; the army was also used to break up strikes and demonstrations in this period</li><li>• The October Manifesto, issued in 1905, offered a range of concessions, including a Duma, basic freedoms and voting rights, that placated moderate opponents of the Tsarist system</li><li>• The Tsarist regime pursued repressive policies to maintain control in the wake of the 1905 Revolution, e.g. Stolypin's 'pacification' of the countryside, beginning in 1906.</li></ul> <p>Other relevant material must be credited.</p>

Question	Indicative content
6	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement about the extent to which the Bolshevik government consolidated communist rule in Russia in the years 1918–21.</p> <p>Arguments and evidence that the Bolshevik government consolidated communist rule in Russia in the years 1918–21 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The Treaty of Brest Litovsk (1918) enabled the Bolshevik government to leave the First World War and thus concentrate fully on consolidating its power by dealing with internal enemies</li> <li>• The forcible closure of the Constituent Assembly in 1918 helped to consolidate the Bolsheviks' position by removing a key forum for their political opponents</li> <li>• The Bolshevik victory in the Russian civil war (1918–21) extended the communists' territorial control, removed the White threat and effectively ended any prospect of large-scale foreign intervention</li> <li>• The Red terror conducted by the Cheka in the years 1918–21, used coercion, torture and executions to stifle opposition and made communist rule more secure.</li> </ul> <p>Arguments and evidence that the Bolshevik government did not consolidate communist rule in Russia in the years 1918–21 should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> <li>• The policy of War Communism (1918–21) threatened to undermine the government by leaving the Soviet economy in ruins and sparking urban food riots and serious peasant revolts against grain requisitioning</li> <li>• By 1921 some areas were still not under Bolshevik control, e.g. in Tambov, a peasant army under Alexander Antonov held out against the Red Army for over a year</li> <li>• The Kronstadt rising and the Workers Opposition of 1921 clearly revealed that the party faced a major crisis with former staunch supporters revolting against the government and the Bolsheviks internally divided</li> <li>• Lenin's introduction of the NEP in 1921 was an economic concession, made from a position of weakness; it reintroduced elements of capitalism and thus represented an ideological retreat.</li> </ul> <p>Other relevant material must be credited.</p>