Mark Scheme (Results)

Summer 2024

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

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

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	**1–3**	• 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. Concepts of reliability or utility may be addressed, but by making stereotypical judgements.
2	**4–7**	• Demonstrates some understanding and attempts analysis of the source material 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. Concepts of reliability or utility are addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions.
3	**8–12**	• 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 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.
4	**13–16**	• 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. • 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 be weakly substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement.
5	**17–20**	• 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. • 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. • 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.

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	**1–3**	• 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	**4–7**	• 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. • 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. • 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	**8–12**	• 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	**13–16**	• 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.
5	**17–20**	• Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • 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. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision.

Section A: indicative content

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

Question	Indicative content
1	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 sources to consider how far the historian could make use of them to investigate the rights of the French nobility before the 1789 revolution. **Source 1** 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: • Mercier was an experienced observer of French society in the 1780s and thus was likely to possess informed views about the rights of the nobility • Mercier was clearly critical of the rights of the nobility as shown in his choice of language ('those arrogant noble gentlemen', 'oppress the poor despondent peasant') • Mercier's observations were published at the time, which suggests he was trying to influence literate French opinion in the 1780s. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the rights and privileges of the French nobility before the 1789 revolution: • It suggests that the nobility possessed significant rights in pre-revolutionary France ('rights over hunting, fishing and cutting wood', 'by imposing their own taxes') • It indicates that the nobles were constantly seeking to extend their rights ('begging … for pensions, placements and positions.', 'want all … for themselves') • It implies that the nobility used these rights to set themselves apart socially and economically ('effectively shut themselves away … of France.', 'not allow common people … reward') • It suggests that nobles were able to obtain influential positions within the French Church ('secure roles and paid positions within the Church.'). 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: • Prior to the 1789 revolution, the French nobility had many rights, including exemption from military service and entitlement to various feudal dues

Question	Indicative content
	• The nobility was either exempt from taxation (notably the *taille* and the *gabelle*) or else minimised what they were expected to pay • Many ordinary people resented the nobles' rights, which derived from land ownership and tax exemption and considered the Second Estate was avoiding its fair share of the tax burden. **Source 2** 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: • The *cahier* extracts are based on the concerns and fears of the French nobility and therefore potentially offer an informed view of their rights before the 1789 revolution • The source focuses on the position of the nobility in just two areas of northern France; since the king had requested this information, the nobility may have been more candid about their rights • The partisan nature of the source is evident from the language employed to reinforce points ('sacred rights of property', 'excessive and disproportionate.', 'prerogatives … dignity'). 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the rights and privileges of the French nobility before the 1789 revolution: • It implies that the nobility wanted to defend their rights and that their position rested on the *ancien régime* ('preserve … must belong to it', 'recognise … the hereditary principle', 'distinction … constitution.') • It suggests that the nobles were able to protect their own feudal interests by exercising judicial authority in their areas ('The seigneurial courts ... French justice system') • It suggests that some of the nobility considered that they were at a disadvantage regarding rights ('The concerns … favours of the royal court.'). 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: • The nobility, numbering 120,000-350,000 was the wealthiest and most privileged estate under the *ancien régime*; nobles usually inherited their titles, which bestowed rights • Seigneurial courts enabled nobles to appoint judges and officials and exert considerable coercive powers over vassals; in effect, nobles judged their own cases as all feudal obligation defaults were tried there • Provincial nobles were the poorest members of the Second Estate; they resented the greater wealth of the court nobles and their access to Louis XVI's court that facilitated royal patronage, e.g. land, offices and money.

Question	Indicative content
	Sources 1 and 2 The following points could be made about the sources in combination: • Both sources suggest that, before the 1789 revolution, the French nobility enjoyed extensive rights • Both sources suggest that the French nobility were determined to protect their rights • These points of agreement are reinforced due to the different positions of the authors (a contemporary critic of the nobility and members of the nobility in northern France).

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

Question	Indicative content
2	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 sources to consider how far the historian could make use of them to investigate the reasons for the February 1917 Revolution in Russia. **Source 3** 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: • As a prominent participant in Russian politics at the time, Chernov was in a good position to provide an informed account of the reasons for the February Revolution • Although a senior SR, Chernov makes no partisan claims about the role of the Social Revolutionaries in triggering the February Revolution, which enhances the credibility of the account • Chernov's account was published almost twenty years after the event, which suggests he has had time to reflect on the reasons for the February Revolution. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the February 1917 Revolution in Russia: • It implies that the onset of the February 1917 Revolution was not politically motivated ('neither the Bolsheviks … did not lead the workers of Petrograd on to the streets') • It suggests that the February Revolution was triggered by food shortages and then popular protest also targeted other discontents ('The people demanded 'Bread!'', 'there appeared the old slogans') • It suggests that anti-tsarist groups tried to channel this popular discontent in order to gain support and give the protests political direction ('These groups … militant political slogans.'). 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: • On 23 February 1917 thousands of women demonstrated in Petrograd against food shortages and the war; within two days, strikes involving 250,000-300,000 workers paralysed the city • The revolutionary parties played little part in the February Revolution, e.g. the Bolsheviks numbered no more than 10,000 at this time and virtually all their leaders were in exile • The amnesty that followed Nicholas II's abdication (2 March) encouraged anti-tsarist groups to attempt to fill the power vacuum created by the collapse of the autocracy.

Question	Indicative content
	Source 4 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: • Since Trotsky was living abroad at the time, he may not have been in a good position to provide an informed account of the reasons for the February Revolution • The partisan nature of the source is reflected in Trotsky's use of language ('criminal incompetence of Tsarism', 'disorganised, compromised government', 'an utterly demoralised army.') • As the source was an article in a contemporary US-based Russian language newspaper, it was clearly designed to influence its immigrant readership's views regarding events in Russia in February 1917. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the reasons for the February 1917 Revolution in Russia: • It suggests that the mass protests in Petrograd in February 1917 were motivated by hunger, war weariness and discontent with the regime ('the masses are demanding bread, peace, and freedom.') • It suggests that the February Revolution was sparked by the inability of the autocratic system to cope with the demands of the war, fuelling popular discontent ('People began … problems in war time.') • It implies that the mass discontent in February was spontaneous rather than politically inspired by anti-tsarist groups ('a profound bitterness ... never been influenced before by political propaganda.'). 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: • By late 1916, popular discontent in Petrograd was mounting since the city was receiving only about one third of its food requirements due to transport disruption, military priorities and peasant hoarding • The Tsarist system's inept handling of the war alienated and radicalised sections of the Russian population, e.g. the failure to control inflation and the damaging role played by the Tsarina and Rasputin • The February Revolution in Russia was caused by mass economic and social discontent and driven by ordinary Russians, e.g. workers, students, army personnel and grass roots socialists. **Sources 3 and 4** The following points could be made about the sources in combination: • Both sources suggest that the February Revolution in Russia was caused by spontaneous mass discontent regarding economic and social conditions; it was not motivated by anti-tsarist political groups • Both sources suggest that the February Revolution in Petrograd was initially triggered by bread shortages that brought people out onto the streets in protest • These points of agreement are reinforced due to the different positions of the authors (a Social Revolutionary and a Marxist) although both were opposed to the Tsarist regime.

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 suggestion that the impact of war with Austria and Prussia was the main reason for the collapse of constitutional monarchy in France 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 France in the years 1791-92 should be analysed and evaluated. Relevant points may include: • Louis XVI's self-interested support for the onset of 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 10 August. Arguments and evidence that other factors/developments were the main reason for the collapse of constitutional monarchy in France 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 that 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
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 about the suggestion that the Terror of 1793-94 and the White Terror of the mid-1790s were markedly different. Arguments and evidence that the Terror of 1793-94 and the White Terror of the mid-1790s were markedly 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. Arguments and evidence that the Terror of 1793-94 and the White Terror of the mid-1790s were not markedly different 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 involved a cross-section of the French population • Both the Jacobin Terror and the White Terror were most evident in the same 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 • Both the Jacobin Terror and the White Terror were justified by their proponents as necessary measures, which were designed to safeguard France against 'subversive' elements within society. Other relevant material must be credited.

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

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 about the suggestion that the Russo-Japanese war, rather than domestic problems, was the main reason for the revolution in Russia in 1905. Arguments and evidence that the Russo-Japanese war was the main reason for the revolution in Russia in 1905 should be analysed and evaluated. Relevant points may include: • The Tsarist regime's inept handling of the war angered liberal opinion and increased liberal demands for a more representative system of government, e.g. the holding of political banquets in November 1904 • The war disrupted Russia's economy, leading to rising unemployment and increased food prices, which intensified working class discontent with the regime • Defeat by the 'inferior' Japanese was viewed by the wider population as a national humiliation and completely undermined the Tsarist regime's strategy of quelling domestic opposition through an 'easy' military victory • The Treaty of Portsmouth (1905), which concluded the war, hardened domestic opposition to the autocracy by forcing Russia to abandon Port Arthur and give up its ambitions in Manchuria. Arguments and evidence that domestic problems were the main reason for the revolution in Russia in 1905 should be analysed and evaluated. Relevant points may include: • 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 • The immediate impact of the events of 'Bloody Sunday' in January 1905, e.g. destruction of the autocrat's 'little father' image, large-scale strikes and protests in major cities and a radicalised liberal opposition. Other relevant material must be credited.

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 about the significance of the peace of Brest-Litovsk in the Bolshevik consolidation of power in the years 1918-24. Arguments and evidence that the peace of Brest-Litovsk was significant in the Bolshevik consolidation of power in the years 1918-24 should be analysed and evaluated. Relevant points may include: • If the Bolsheviks had not secured peace terms at Brest-Litovsk, then the new regime would have been unable to prevent a German invasion and the likely collapse of the fledgling communist government • Lenin had promised war-weary soldiers, workers and peasants there would be peace and he needed to honour this pledge if the Bolsheviks were to retain credibility and avoid the fate of the Provisional Government • Lenin calculated that Brest-Litovsk would either prevent an even more draconian peace being imposed on the regime in the event of an eventual German victory or would lapse if the allies triumphed • Brest-Litovsk gave the Bolsheviks a vital breathing space and enabled Lenin to focus on defeating the regime's internal enemies 'with both hands free'. Arguments and evidence that the peace of Brest-Litovsk was not significant/other factors or developments were more significant in the Bolshevik consolidation of power in the years 1918-24 should be analysed and evaluated. Relevant points may include: • The draconian terms of Brest-Litovsk galvanised anti-Bolshevik groups in Russia and led to the civil war that threatened the existence of the communist regime • The Bolshevik regime relied heavily on coercion and repression to consolidate its power in the years 1918-24, e.g. the Red Terror, crushing the Tambov revolt, political show trials and attacks on the Church • From 1921 the NEP helped to consolidate the regime by improving living standards and offering rural Russia economic incentives that reduced peasant opposition to the Bolshevik regime • Propaganda and censorship were used extensively by the Bolshevik government to win over 'hearts and minds' and remove critics of the regime, e.g. Glavlit introduced pre-publication censorship. Other relevant material must be credited.

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