



Mark Scheme (Results)

Summer 2025

Pearson Edexcel GCE
In History (9HI0) Paper 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.

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 nature of the September massacres in Paris in 1792. 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: • As a diplomat based in Paris, the author was in a good position (and would be expected by his own government) to provide an informed account of the September massacres • The partisan nature of the source is reflected in the negative description of the violence ('massacred with shocking barbarity.', 'same cruelties were committed') • The diplomat's report on the September massacres was mainly confined to specific acts of violence. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of the September massacres in Paris in 1792: • It indicates that the September massacres were triggered by news of the Prussian military threat, and refractory priests and prison inmates were the principal victims ('This announcement created ... prisoners there.') • It indicates that a large number of people were killed during the September massacres ('160 priests ... fell victim') • It suggests that this brutal episode was driven by a public frenzy of violence ('fury of the enraged crowd', 'The vengeance of the mob'). 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 September massacres were triggered by rumours that imprisoned counterrevolutionary suspects planned to escape, kill the Parisian population and hand the capital over to the Prussians • The September massacres lasted for five days and resulted in 1100-1400 deaths; most of the victims were imprisoned common criminals who posed no counterrevolutionary threat • The perpetrators of the violence were the sans-culottes of the Sections; no attempt was made to stop them, since this meant mobilising the National Guard and risking another Champ de Mars incident.

Question	Indicative content
	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: • As a writer living in the capital at the time, Restif was potentially in a good position to comment on the nature of the September massacres in Paris in 1792 • The partisan nature of the source is evident from the language employed to reinforce points ('What pointless cruelty! I had never witnessed such horror.') • Restif's account is confined to specific acts of violence on the second day of the September massacres. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the nature of the September massacres in Paris in 1792: • It implies that the defining feature of the September massacres was arbitrary mob violence ('Gros was thrown out ... through the night', 'one member of the mob ... by the others.') • It suggests that only a relatively small number of people participated in the bloodletting ('The number of people who actively took part in the killing was only about one hundred and fifty.') • It indicates that the mob violence was triggered by a determination to remove refractory priests ('The real reason is that the mob wanted only one thing: to get rid of refractory priests.'). 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: • Most victims were forced to appear before makeshift 'people's tribunals', convicted of being counterrevolutionaries, and were then killed immediately; some suspects were acquitted and released • In total, an estimated 200-300 people were responsible for the killing; numerous districts in Paris did not experience violence during this period and many Parisians only learned of the September massacres later on • Refractory priests were targeted as they were regarded by radicals as counterrevolutionaries, e.g. around 200 refractory priests were murdered in the capital during the September massacres. Sources 1 and 2 The following points could be made about the sources in combination: • Both sources suggest that the September massacres in Paris were driven by arbitrary mob violence • Both sources suggest that refractory priests were singled out by the perpetrators as victims of the bloodletting • These points of agreement are reinforced due to the different positions of the authors (a Paris-based British diplomat and a French writer living in the capital).

Question	Indicative content

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 way the workforce at the Lena goldfields was treated in 1912. 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 formal employment contract, the document sets out the official Lenzoloto company policies for the treatment of miners at the Lena goldfields • The document stipulates terms of employment for 1911 and 1912 and therefore covers the treatment of workers at the Lena goldfields in the specified year • The main purpose of the document was to make workers aware of, and bind them legally to, their duties and responsibilities as Lenzoloto company employees. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the way the workforce at the Lena goldfields was treated in 1912: • It implies that the miners had little or no autonomy at the Lena goldfields, with management controlling all aspects of their working lives ('The workers should undertake, in good faith ... for other tasks.') • It indicates that the working day for miners was long and did not vary much according to the time of year ('From 1 April until 1 October ... the working day must consist of 11 hours.') • It suggests that the management had considerable discretion when it came to sacking workers, whereas miners were tied rigidly to their contracts ('No worker has the right ... by the worker.'). 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: • When the Lena mines failed to produce the anticipated amount of gold, the Lenzoloto management introduced cost-cutting measures, including 15-16 hour working shifts and wage reductions • The Lenzoloto management encouraged risky work practices and provided little safety equipment, resulting in up to 70 per cent of the workforce sustaining injuries at the Lena goldfields • In 1911, the Lenzoloto management began paying part of the workers' wages in coupons which could be redeemed only in the company's canteens, forcing miners to use these expensive eating places more often.

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: • The author(s), being workers at the Lena goldfields, were potentially in a good position to offer an informed view of their treatment at these mines • As a set of demands sent to the management, it shows how the workers were attempting to persuade the Lenzoloto Mining Company to improve how they were treated • The document was written in March 1912 and so 'Our Demands' is valuable because it covers the treatment of the workforce at the Lena goldfields in the specified year. 2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the way the workforce at the Lena goldfields was treated in 1912: • It provides evidence of how the workforce was treated at the Lena goldfields in 1912 ('compulsory work on Sundays', 'Women should not...forced labour', 'living quarters ... better ventilation.') • It suggests that worker dissatisfaction with their treatment at the Lena goldfields was widespread ('We, the miners, demand') • It suggests that the management treated the workforce with little regard or respect ('Managers should not sack workers as they please', 'Managers must address workers politely at all times.'). 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: • Workers at the Lena goldfields were housed in poor quality accommodation and provided with low grade food in the company canteen, including rotten horsemeat • The leaders of the miners were moderate, avoided violence and wanted to reach a compromise settlement with the Lenzoloto management regarding their treatment at the Lena goldfields • As part of their demands, the miners of the Lena goldfields called on the Lenzoloto management to improve their wages by 30 per cent. Sources 3 and 4 The following points could be made about the sources in combination: • Both sources suggest that the miners at the Lena goldfields faced long working hours and had little control over their conditions of employment • Both sources suggest that the miners were subjected to arbitrary treatment by the Lenzoloto management • These points of agreement are reinforced due to the different positions of the authors (the Lenzoloto management and the miners' leaders).

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 on how accurate it is to say that the failings of Louis XVI and his ministers in the 1780s were the main reason for the onset of the French Revolution in 1789. Arguments and evidence that the failings of Louis XVI and his ministers in the 1780s were the main reason for the onset of the French Revolution in 1789 should be analysed and evaluated. Relevant points may include: • As a monarch, Louis XVI was perceived as indecisive, weak and dominated by his wife; Louis XVI's determination to preserve absolutist rule meant he was widely regarded as responsible for all of France's problems • Finance Minister Calonne's attempt to extend taxes to the nobility and clergy, who resented it, led to protests in the <i>parlements</i> that triggered the 1789 revolution • Louis XVI's ill-judged decisions contributed to the onset of revolution by undermining the <i>ancien régime</i>, e.g. he exiled the Paris <i>parlement</i> in 1788, called up the troops and abruptly dismissed Necker in 1789 • Louis XVI's Finance Ministers (Necker, Calonne and Brienne) all failed to address France's financial problems effectively and, by 1788, the state was facing bankruptcy, which sharpened divisions within French society. Arguments and evidence that other factors were the main reason for the onset of the French Revolution in 1789 should be analysed and evaluated. Relevant points may include: • Louis XVI inherited a kingdom with serious structural weaknesses that undermined the stability of the <i>ancien régime</i>, e.g. huge crown debts, an unfair taxation system and entrenched social and political inequality • The Enlightenment promoted the spread of new ideas based on reason, logic and evidence that challenged the structure, inequalities and rationale of the <i>ancien régime</i> • French involvement in the American War of Independence also encouraged the spread of more liberal ideas (following the colonists' victory) that encouraged demands for reform in France • Marie-Antoinette's Austrian background, financial profligacy, predilection for gambling, association with scandal and avoidance of official duties increased public criticism of the <i>ancien régime</i> • A poor harvest in 1788 exacerbated rural poverty, substantially increased urban bread prices (e.g. bread prices increased by 50 per cent in Paris) and contributed to an economic downturn that led to popular protests • Office-holding in the royal bureaucracy was based on venality which led to waste, corruption and incompetence, and also fed the resentment of bourgeois professionals who were 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 about the suggestion that, in the years 1795-99, the political and financial successes of the Directory outweighed its political and financial failures. Arguments and evidence that, in the years 1795-99, the political and financial successes of the Directory outweighed its political and financial failures should be analysed and evaluated. Relevant points may include: • The Directory's constitutional arrangements (based on the Directory of five, the Council of Five Hundred and the Council of Ancients) prevented the concentration of power and avoided the extremism of 1793-94 • Until Fructidor (1797), the Directory provided a moderate 'representative' government, successfully steering a middle course between the restoration of the monarchy and the introduction of popular democracy • Two-thirds of the national debt was written off in September 1797 through the issue of bonds to government creditors, which reduced interest payments and stabilised French finances at least for a time • Finance Minister Vincent Ramel reformed the taxation system in 1798 (by introducing four new direct taxes and making tax collection more efficient), which enabled the government to balance its books • The profits of war plunder provided the Directory with much-needed income, e.g. defeated states in Germany paid 16 million livres in indemnities and those in Italy paid about 200 million livres. Arguments and evidence that, in the years 1795-99, the political and financial failures of the Directory outweighed its political and financial successes should be analysed and evaluated. Relevant points may include: • The constitution of Year III, which established annual elections and provided no mechanism to resolve executive-legislature disputes or alter the constitution, failed to give the Directory political stability • In an attempt to preserve a non-Jacobin/Royalist majority, the directors interfered with elections (e.g. Law of 22 Floreal), which undermined respect for the political system • The Directory failed to deliver political stability, e.g. Babeuf's Conspiracy of Equals (1796), the Coup of Fructidor (1797), the Coup of Floreal (1798) and the Coup of Brumaire (1799) • Attempts to restore the Treasury's finances were not successful, e.g. the value of the assignat collapsed, the new currency became worthless, and the introduction of indirect taxes was unpopular • The monetary crisis of 1795-97 reduced purchasing power, which undermined economic stability; the bonds issued to write off government debt quickly slumped in value, which alienated government creditors. Other relevant material must be credited.

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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 on the statement that the differences between the Revolutions of 1905 and February 1917 in Russia far outweigh their similarities. Arguments and evidence that the differences between the Revolutions of 1905 and February 1917 in Russia far outweigh their similarities should be analysed and evaluated. Relevant points may include: • The autocracy was able to survive the challenge to its authority posed by the 1905 Revolution, whereas the February 1917 Revolution led to Nicholas II's abdication, thus ending the tsarist system in Russia • During the 1905 Revolution, important groups within the state apparatus (such as the army and the bureaucracy) remained loyal to the tsarist system whereas, in February 1917, they deserted the regime • During the 1905 Revolution, Nicholas II offered concessions, such as the October Manifesto, to 'buy off' sections of the opposition; in February 1917 the Tsar refused to give ground, e.g. he ignored Rodzianko's plea for a new government that commanded the confidence of the nation • Under the impact of the First World War, the February 1917 Revolution revealed a much more intense hostility towards the tsarist system across the whole of Russian society than was evident in the 1905 Revolution. Arguments and evidence that the similarities between the Revolutions of 1905 and February 1917 in Russia far outweigh their differences should be analysed and evaluated. Relevant points may include: • Both the 1905 and February 1917 Revolutions were fuelled by the impact of Russia's involvement in war, e.g. the Russo-Japanese war (1904-05) and the First World War • Both the 1905 and February 1917 Revolutions were triggered by events in St. Petersburg/Petrograd, e.g. 'Bloody Sunday' (January 1905) and growing protests and strikes (late February 1917) • Both the 1905 and February 1917 Revolutions can be seen as popular revolts against authority, reflecting widespread public disillusionment with the failures or limitations of Tsarism • Both the 1905 and February 1917 Revolutions led to the announcement, and introduction, of elected assemblies, e.g. the duma and the Constituent Assembly. 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 how accurate it is to say that Lenin's actions and attitudes were the main reason for the survival of the Bolshevik regime in the years 1917-24. Arguments and evidence that Lenin's actions and attitudes were the main reason for the survival of the Bolshevik regime in the years 1917-24 should be analysed and evaluated. Relevant points may include: • Lenin decided to close down the Constituent Assembly in 1918 after the Bolsheviks had failed to secure a majority of seats, thereby preserving the Soviet regime and removing a potentially important opposition forum • Lenin supported Trotsky in creating a traditional Red Army against the opposition of other leading Bolsheviks; without Lenin's backing, Trotsky would not have prevailed, and the Bolsheviks may have lost the civil war • Lenin pushed through the signing of the Treaty of Brest-Litovsk against the opposition of the left communist Bolshevik faction because he realised that the regime needed peace with the Central Powers in order to survive • Lenin persuaded a reluctant party to accept the economic compromises of the NEP in March 1921; without this shift in economic policy, the Soviet regime may have been overthrown • Lenin's authoritarian attitudes contributed to the regime's survival, e.g. his determination to establish one-party rule in 1921, and his acceptance of coercion and violence for political ends, e.g. the Red Terror (1918). Arguments and evidence that other factors were the main reason for the survival of the Bolshevik regime in the years 1917-24 should be analysed and evaluated. Relevant points may include: • Trotsky played an important role in the regime's survival, e.g. during the civil war, his military intervention prevented Petrograd falling to the Whites when Lenin had resigned himself to losing the city • Bolshevik control/censorship of the press and radio ensured the population was targeted with cheap and accessible pro-socialist propaganda in order to win hearts and minds, e.g. Pravda, Izvestiya and Glavlit • Bolshevik control of the Moscow-Petrograd area helped to ensure survival because it contained better transport links, the main arms factories and wartime arms dumps, and a large pool of potential conscripts • Foreign intervention did not pose a major threat to the Bolsheviks since only 200,000 foreign troops were sent temporarily to Russia, and the end of the First World War weakened the rationale for foreign involvement • The weakness of the domestic anti-Bolshevik opposition helped the Soviet regime to survive during this period, e.g. the White forces were divided during the civil war and the Kronstadt and Tambov revolts were isolated. Other relevant material must be credited.

