

Examiners' Report
June 2016

GCE History 8H10 2C

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Introduction

It was pleasing to see responses of a decent standard from candidates attempting the new AS Paper 2C which covers the options France in revolution, 1774-1799 (2C.1) and Russia in revolution, 1894-1924 (2C.2).

The paper is divided into two sections. Section A contains a compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2). Section B comprises a choice of essays that assess understanding of the period in depth (AO1) by targeting five second order concepts - cause, consequence, change/ continuity, similarity/difference and significance.

Generally speaking, candidates found Section A more challenging mainly because some of them were not clear on what was meant by 'value' and 'weight' in the context of source analysis and evaluation. The detailed knowledge base required in Section A to add contextual material to support/challenge points derived from the sources was also often absent. Having said this, although a few responses were quite brief, there was little evidence on this paper of candidates having insufficient time to answer questions from Sections A and B. The ability range was diverse, but the design of the paper allowed all abilities to be catered for. Furthermore, in Section B, few candidates produced wholly descriptive essays which were devoid of analysis and, for the most part, responses were soundly structured. The most common weakness in Section B essays was a lack of knowledge. It is important to realise that Section A and Section B questions may be set from any part of any Key Topic, and, as a result, full coverage of the specification is enormously important.

The candidates' performance on individual questions is considered in the next section.

Question 1

(a) On Question 1(a), stronger responses demonstrated clear understanding of the source material on the rights and privileges of the French nobility and showed analysis by selecting some key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the nobility used their rights and privileges to set themselves apart from the rest of society). Knowledge of the historical context concerning the nobility in the 1780s was also confidently deployed in higher scoring answers to explain or support inferences, as well as to expand or confirm some matters of detail (e.g. the nobility's various tax exemptions). In addition, evaluation of the source material was related to the specified enquiry and based on valid criteria, such as financial and social status, to show the value of the source. Similarly, explanation of utility referred relevantly to the nature or purpose of the source material or the position of the author (e.g. Mercier's credibility as a seasoned observer of French society in the 1780s). Weaker responses demonstrated limited understanding of the source material on the rights and privileges of the French nobility and attempted some analysis by selecting and summarising information and making basic/undeveloped inferences relevant to the question (e.g. the nobility have rights over the lower social orders). Lower scoring answers also tended to add limited contextual knowledge to information taken from the source material to expand or confirm some points but these were not developed very far. Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often drifted into 'lack of value' arguments. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. the author was a political moderate and so had unbiased views on the nobility).

(b) On Question 1(b) stronger responses demonstrated understanding of the source material on the invasion of the Tuileries Palace in June 1792 and showed analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the calmness and dignity of the King).

Knowledge of the historical context concerning the invasion of the Tuileries was also confidently deployed in higher scoring answers to explain or support inferences as well as to expand, confirm or challenge some matters of detail (e.g. the declining influence of the Jacobins). In addition, evaluation of the source material was related to the specified enquiry and explanation of weight referred relevantly to the nature or purpose of the source material or the position of the author (e.g. the pro-monarchy stance of the British Ambassador). Judgements were also based on valid criteria such as the impact of the palace invasion. Weaker responses demonstrated limited understanding of the source material on the invasion of the Tuileries Palace and attempted some analysis by selecting and summarising information and making undeveloped inferences relevant to the question (e.g. the King was brave when faced with the mob). Lower scoring answers also tended to add limited contextual knowledge to information taken from the source to expand or confirm points but this was not developed very far (e.g. the invasion was sparked by Louis vetoing laws). Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often lacked focus on either the 'has weight' or 'doesn't have weight' aspect of the question.

Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. the author, Earl Gower, cannot be relied on because he was not present at the event).

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 1 Question 2

(This is for part (a)) Source 1 is valuable as a source ~~not~~ for enquiry into the rights and privileges of the nobility before 1789 because the source comments on this directly and gives descriptions of the kind ~~of~~ of wealth acquired by the nobility and the privileges that they have in terms of the tax system before 1789.

The source talks about the 'numerous' 'large estates' that members of the nobility own and how they had 'misused' rights of hunting, fishing and cutting wood on these lands. From my own knowledge I know this is true the nobility had complete control over any land they owned and could use it for hunting, fishing and other purposes they saw fit and peasants who ~~or~~ hunted for game in these lands could be harshly punished. The writer says they 'misuse' the rights they have because instead of hunting for food and sharing with the third estate they just hunted for pleasure.

The source talks about the privileges that the nobility have in terms of the tax system saying that "add their own taxes" to Louis's and "oppress the poor". This privilege in the tax system was very real members of the nobility were often exempt from paying taxes if they ~~had game~~ were favoured by the king or they would have to pay very few taxes and could sometimes

(This is for part (a)) even choose how much they wanted to pay in tax. This put more pressure on the poorer echelons such as the third estate who had to pay the bulk of taxes in the form of direct taxes such as the taille and indirect taxes such as the gabelle. The tax system was heavily biased in the favour of the nobility and they had many privileges such as tax exemption.

The source talks about how the nobility wanted everything for themselves including privileges in terms of "employment" and holding "offices of bishops and abbots". The nobility ~~often~~ always were given the top priority in terms of employment in the church and in municipal office. They were the ones who were put in positions of power ^{largely} because they had the money and so could afford to buy positions of political and religious power. Also Louis XVI was more lenient and willing to give these positions to the nobility because they helped the king rule the country by running the small sections of land they were put in charge of so Louis had to pay them and keep them appeased and supporting ^{him} by giving them privileges in terms of land ownership, ^{holding} positions of power, tax etc. because without their support he would find it difficult to control the country.

The source is ^{somewhat} reliable because it was written during the period 1781-88 and it was published in a book by a writer with moderate political views. The purpose of

(This is for part (a)) the source is not to discredit the nobility or be largely critical of them but rather to record observations of what life was like pre-revolution so it's more credible and less biased.

However this being said it is written by someone who later becomes a member of the National Convention so he is not in favour of the nobility. The fact that he comments on the injustice to peasants and there is a bias against nobility that is made obvious by the vocabulary of the source we cannot take everything that is being said at face value because he might be exaggerating the privilege of the nobility and the oppression of the third estate and his purpose might have been to criticise and raise awareness ~~for~~ of the privileges that the nobility have. The source doesn't mention all the privileges that the nobility have ~~but~~ ^{but focuses} primarily on tax privileges.

(This is for part (b)) Source 2 is a British ambassador's account of what happened during the storming of the Tuileries, 20 June 1792, it cannot be given much weight as inquiry into what happened because it maintains the point of view that the authority of the king was not tarnished and the storming of the Tuileries 'failed entirely'. This however was simply not the case as the storming of the Tuileries was the journée that symbolised the end of the constitutional monarchy the king was arrested and executed in the aftermath of the storming of the Tuileries which had been triggered by the Brunswick manifesto and the desire of the Sans Culottes to destroy constitutional monarchy before Austria that promised 'exemplary vengeance' destroyed them.

The source argues that the attack on the Tuileries 'failed entirely' and gained more support for the monarchy because it gave ^{an} ~~the~~ opportunity for the king to showcase his "calmness and courage" as a leader. Whilst the second argument is true and Louis was extraordinarily calm in the face of the storming he was still executed and overpowered by the violent sans-culottes who were aided by the fédérés (militant opposers to the constitutional monarchy).

The storming of the Tuileries was largely successful because it led to the collapse of the constitutional monarchy and the execution of the monarch - It also symbolised power leaving the hands of the constitutionalists

(This is for part (b)) (girondins) and into the hands of the sans culottes led by the cordeliers and the jacobins. The source rather inaccurately blames the Jacobins entirely for the storming of the Tuileries. Whilst the Jacobins supported the journée and provided some leadership for it the actual ~~actions~~^{events} that took place were carried out by the sans culottes* and the storming of the Tuileries were largely orchestrated by the cordeliers under the instructions of Danton as opposed to the Jacobins. At that point the cordeliers were still largely at large politically dominant over the ~~cordeliers~~ Jacobins. * aided by the fédérés

The source ~~does not hold~~ cannot be given much weight for an enquiry into what actually happened because it doesn't really describe the actions of the crowd or what actually occurred and the true extent of the violence of the storming of the Tuileries but rather focuses on the actions of the king and tries to over exaggerate how well the king reacted there is a suggestion that the king controlled the crowds but this was ~~simply~~ simply not true.

The purpose of the source is to show Louis ~~XVI~~ XVII in a good light and to criticize the jacobins and their actions. This purpose takes away a lot of credit from the source because at times the author overstates the importance of the things

(This is for part (b)) actions and under states the actions of the ~~ex~~ crowd giving us an incomplete account of the events that occurred. The source is written by a British ambassador for a report to the government the writer might not have portrayed the extent to which Louis' reputation and status was damaged by the event in order to stop fears of what was going on in France spreading to England.

The source can be given some weight by the fact that it was written two days after the storming of the Tuileries so the writer can remember what happened - it's an eyewitness account however this doesn't mean he can't lie and make things up to protect his interests. Also the source can give be given some credit because it provides us with a royalist viewpoint of the events that occurred and this is an important one to consider when looking at what happened.

However the source does not provide us with the viewpoint of the ~~ex~~ opposition (sans culottes, Jacobins, Cordeliers) on ~~to~~ the ~~was~~ events that occurred during the storming of the ~~Bastille~~ ^{Tuileries}. It understates a lot of the key elements of the attack on the Tuileries such as the sheer number of ~~was~~ sans culottes and the extent of the violence and focuses more on Louis. Also the source does not give us the context or the reasons

(This is for part (b)) why the storming of the Tuileries happened when it did such as the ~~declaration~~ of Brunswick Manifesto that made the crowd (mob) afraid of what would happen to them if they did not remove Louis.

In conclusion, the source can not be given much weight for an enquiry into the storming of the Tuileries as it gives us the royalist version of events, exaggerates the role of Louis XVI, understates the role of the crowd and the overall effect of the event and does not provide any context for the event. However it can be given some weight because it's written by an 'important figure' who saw these events ~~for~~ with his own eyes and wrote about them shortly after they occurred. Also ~~to~~ it provides us with the royalist viewpoint, which might not be the truth, but is significant in telling us the different ways in which people viewed the storming of the Tuileries.



ResultsPlus Examiner Comments

This high level response (Level 3 for 1(a) and Level 4 for 1(b)) demonstrates a number of strengths when tackling a Section A question (1) it understands/interrogates the source material; (2) deploys historical knowledge to support inferences and confirm/challenge matters of detail and (3) evaluates the source material in the light of the specified enquiry and reaches a judgement. Note in 1(a) how the analysis is precisely targeted on value.



ResultsPlus Examiner Tip

Make sure your inferences are supported with your own contextual knowledge. Use specific detail about the position the writer is taking and his/her purpose in doing so.

Question 2

(a) On Question 2(a), stronger responses demonstrated a clear understanding of the source material on the Tsar's attitude towards the dumas and showed analysis by selecting some key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the Tsar feared the dumas would undermine his autocratic powers). Knowledge of the historical context concerning the Tsar's attitude towards the dumas was also confidently deployed in higher scoring answers to explain or support inferences, as well as to expand or confirm some matters of detail (e.g. Nicholas opposed the duma over land reform, political amnesties and factory reform). In addition, evaluation of the source material was related to the specified enquiry and based on valid criteria, such as the Tsar's authority and the actions of the duma, to show the value of the source. Similarly, explanation of utility referred relevantly to the nature or purpose of the source material or the position of the author (e.g. a public proclamation designed to justify the Tsar's action to the Russian people). Weaker responses demonstrated limited understanding of the source material on Nicholas II's attitudes towards the dumas and attempted some analysis by selecting and summarising information and making basic/undeveloped inferences relevant to the question (e.g. Nicholas felt he, not the duma, was in charge). Lower scoring answers also tended to add limited contextual knowledge to information taken from the source material to expand or confirm some points but these were not developed very far (e.g. brief comments on the Fundamental Laws). Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often drifted into 'lack of value' arguments. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. as the source was an imperial proclamation, the Tsar spoke for the whole nation).

(b) On Question 2(b) stronger responses demonstrated understanding of the source material on the opposition to Bolshevik rule in the early 1920s and showed analysis by selecting key points relevant to the question, explaining their meaning and selecting material to support valid inferences (e.g. the anti-Bolshevik opposition extended beyond Kronstadt).

Knowledge of the historical context concerning opposition to the Bolshevik regime was also confidently deployed in higher scoring answers to explain or support inferences as well as to expand, confirm or challenge some matters of detail (e.g. the Bolsheviks' use of force against Russian workers) In addition, evaluation of the source material was related to the specified enquiry and explanation of weight referred relevantly to the nature or purpose of the source material or the position of the author (e.g. the anti-Bolshevik stance of the Committee). Judgements were also based on valid criteria such as the aims of the anti-Bolshevik opposition. Weaker responses demonstrated limited understanding of the source material on the opposition to the Bolshevik regime and attempted some analysis by selecting and summarising information and making undeveloped inferences relevant to the question (e.g. the Bolsheviks were unpopular because they were violent). Lower scoring answers also tended to add limited contextual knowledge to information taken from the source to expand or confirm points but this was not developed very far (e.g. brief details of the 1921 Kronstadt revolt). Although related to the specified enquiry, evaluation of the source material by weaker candidates was limited and often lacked focus on either the 'has weight' or 'doesn't have weight' aspect of the question. Furthermore, although the concept of utility was often addressed by noting some aspects of source provenance, it was frequently based on questionable assumptions (e.g. the Kronstadt Temporary Revolutionary Committee spoke for all anti-Bolsheviks).

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

Chosen question number: Question 1 ☒ Question 2 ☒

(This is for part (a)) This source provides a useful insight into Nicholas's attitude towards the dumas through the use of an "official Tsarist public proclamation" which indicates that it ~~is~~ has come directly from the Tsar and as ~~is~~ such is an accurate representation of his views.

The ~~is~~ source begins by referring to the Duma as a "cruel disappointment" that dashed the Tsar's "expectations". This may indicate that the Tsar had genuinely hoped for a Duma with which he could cooperate and work with in unity and peacefully yet ~~their~~ attitudes of Duma members dashed such hope. Alternatively so, it may be a disappointment as ~~the~~ he had hoped or even expected ~~to be compliant~~ the Duma to be compliant and not to try to make any radical changes in Russia.

The source further states that the Duma "strayed into spheres beyond their competence" which may reflect on the first Dumas continuous attempts to push forward reform, namely land reform and to make changes to the way in which Russia was ~~run~~ run. This further reflects that Nicholas viewed the Duma to be a body that should not interfere in the running of ~~the~~ the country but rather stay within their "competence" which was the approval of laws. This view not only reflects Nicholas's view of the Duma but equally reinforces his

(This is for part (a)) autocratic nature and his unwavering belief in the Divine Rights of Kings.*

Moreover, the reference to the Fundamental Laws and its "imperfections" may on the one hand represent Nicholas acknowledging the limitations placed on the Duma as perhaps a wrong decision. However, by stating that the Fundamental Laws "can only be modified by our imperial will" ~~the~~ suggests the Tsar's ~~was~~ unwillingness to let go of any of his powers. This was evident in the Fundamental Laws which stated that the Duma could be dissolved at any point by the Tsar's command and that laws could be passed without the Duma's approval when they were not in session. ~~This also~~

The Tsar's view of the duma is ultimately reflected in the source as it is evident that the Tsar resents the duma, perhaps fearful that it signifies a weakening of his power. With this source in consideration, it is not surprising that before 1914 the Tsar seriously contemplated turning the Duma into a purely advisory body.

* "Our imperial will" further reinforces Nicholas's ~~all~~ autocratic nature and his unwillingness to allow the Duma to ~~interfere~~ ~~not~~ interfere in the running of the ~~country~~.

(This is for part (b)) Source 4 highlights the immense amount of opposition to Bolshevik rule ~~beginning~~ in the early 1920's from all sectors of Russian society. The title of the article ("What We Are Fighting For") highlights the evident sense of opposition and rebellion and suggests that the article may be designed to rally support for their cause against the Bolsheviks.

The source begins by highlighting the workers as a point of opposition. It is suggested ^{here} "living in constant fear of falling into the torture chambers of the Cheka." This highlights that even the workers who had been the Bolsheviks main source of support were having to be forced into submission by the Cheka, the Bolsheviks political police force. The fact that the committee that wrote the article represented the workers at the base reinforces the value of the source for an enquiry into opposition as it suggests that it is based of the first hand experiences of the workers.

The source further mentions that the peasants were a source of opposition as there was often "spontaneous uprisings". This may be reflective upon the peasant opposition and resentment that accumulated as a result of the policy of grain requisitioning under War Communism. Most notably the Tambov Rising in which a 40,000 peasant force launched a guerilla campaign against the Bolsheviks. The source also

(This is for part (b)) highlights the way in which Bolsheviks responded to opposition stating that they answered with "mass executions and bloodthirstiness" which highlights the oppressive nature of the regime and alluding to the work of the Cheka and its successor who between the years 1917 and 1921 claimed an estimated 200,000 lives. Perhaps this source is implying that there was widespread opposition and resentment to the regime but due to the use of violence and repression it was subdued.

However the source may also not be as useful as one may initially think - it represents the sailors and workers at the Kronstadt naval bases thus one may question the extent of its knowledge of the peasant opposition. In fact its knowledge of the opposition may even be limited to Kronstadt yet the source seems to be speaking on behalf of all workers - perhaps this is an exaggeration. The source also makes no mention of the ~~opposition~~ liberal opposition facing the Bolsheviks thus may be limited in terms of an insight into opposition as a whole. Moreover it is evident that the source has a purpose which seems to be to rally support for the "new revolution" which is likely alluding to the Kronstadt Mutiny in which the Bolsheviks were humiliated when the Kronstadt's

(This is for part (b)) mutinied and made demands such as those mentioned in the source ("freely elected soviets") One can deduce that this article is intended to rally support for the mutiny and as such may have exaggerated the extent of opposition. Regardless this source ~~or~~ undoubtedly gives an insight into the increasing resentment towards the Bolsheviks in the early 1920's.



ResultsPlus Examiner Comments

This is another high level response (Level 3 for 2(a) and Level 4 for 2(b)) which demonstrates the same strengths when tackling the Section A question (1) it understands/interrogates the source material; (2) deploys historical knowledge to support inferences and confirm/challenge matters of detail and (3) evaluates the source material in the light of the specified enquiry and reaches a judgement. Note in 1(b) how the analysis considers weight, utility and purpose.



ResultsPlus Examiner Tip

Look at the detail of the provenance of the two sources to see what might give value or weight to the source - e.g. in this case in 2(b) the source was published by opponents of the Bolshevik regime.

Question 3

On Question 3, stronger responses targeted how accurate it is to say that the measures introduced by the National Assembly, in the years 1789-91, reformed France. These also included an analysis of relationships between key issues and a focus on the concept (change/continuity) in the question. Sufficient knowledge to develop the argument was demonstrated too (e.g. reforms to the tax system, legal system and Church, abolition of feudal rights, limitations to democracy, passive-active distinctions, unreliability of Louis XVI, failure to implement poor relief). Judgements made about the extent of change and continuity in France were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the extent to which the National Assembly reformed France. Low scoring answers also often lacked focus on change/continuity or were essentially a description of the measures passed by the National Assembly during the period under discussion. Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments on the abolition of feudal rights and the nobility). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross in the box . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

Plan: accurate to large extent bc: August decrees - total reformation of system.
feudal system abolished, shift ^{to} from power people by many measures e.g. National
assembly // Church ~~the~~ land, Civil Const. Clergy → power people, not pope, undermines
absolutism + devise right principles, for the first time made a constitution
→ shift from absolute to const. monarchy // on other hand: some feudal dues
remain, but also electorate reformed, divisions between estates non-existent
~~the~~ National assembly → total shift of system

Looking at the different political measures taken by the National
assembly in the years 1789-91, it is highly accurate to say
that these ~~measures~~ steps reformed France, as the structure and
political, ~~the~~ social and religious system was of the ancien regime
was ^{largely} thoroughly transformed by the assembly, and experienced a total
shift from an absolute to a constitutional monarchy.

The fact that the Third Estate ^{were by} joined the other two orders in the Estates General in May 1789 and its declaration of it being the National Assembly representing the whole nation rather than the traditional, divided system, ~~is~~ is the first indication of a ~~power~~ France's reformation. The very name 'National Assembly' suggests ~~that~~ a power shift from the king to the people, and its first 'measure', the Tennis Court Oath taken on the 20th June 1789 proves that ~~that~~ France was being reformed: with the pledge "never to disperse until we have

made for France a constitution" demonstrates the thorough reform of the political system ~~the~~ intended by the Assembly. In devising a constitution in the following months, the National Assembly introduced a truly revolutionary reform, as ~~for~~ France had not had a constitution before and the king had ruled solely on the basis of divine right authority. The establishment of a constitutional monarchy in which ~~the king had a clear~~ both king and people had fixed areas of power, and in which the monarch was accountable to the people rather than God therefore represents the introduction of a reformed, and completely different system.

Another measure taken by the Assembly in response to rising, ~~and~~ tensions and ~~the~~ out of fear of the instability of the current, economically and socially desperate climate were the August ~~Decrees~~ Decrees of August 5 1789. In revolutionary euphoria, ~~the~~ members deputies from the first and second estate decided to renounce their privileges, so that the feudal system ~~was~~ and the traditional, highly unfair tax system was ~~abolished~~ abolished, ~~left~~ and greatly changed. ~~both~~ This measure lifted the oppressive burden of taxation, ^{and} feudal dues from the Third Estate, and for the first time, a land tax payable by all was established. This ~~can be seen~~ ^{is} a highly effective ~~reform~~ reform, as it ~~formed~~ the Decrees formed the basis for a more equal society ~~following~~ and ~~the~~ abolished the until then unequal, corrupt and inefficient tax system ~~which would~~ ~~greatly~~ and feudal system so that not only the desperate financial situation could be improved, but ~~the~~ society was also transformed, as ~~the~~ ~~distinctions~~ the three estates ^{were} ~~was~~ no longer clearly divided and separated through privilege - instead, through abolishing the venality system and noble privileges, ~~power~~ positions of power could now in theory be obtained through merit and talent instead of birth and status. Through the Constitution, regular elections for the National System and a much wider electorate were also ~~established~~ provided, which illustrates the reforms of the political system which came about through the Assembly's measures.² Although the new system was not democratic in the modern sense, as ~~there was~~ a ~~clear~~ distinction between active

and passive citizens was made, the voting procedure and new voting system was highly reformed and ~~gave many based again~~ based the right to vote on property rather than status acquired by the accident of birth: 60% of French men over 21 were now able to vote, and although a ^{much} smaller number were eligible to actually candidate for ~~the~~ a position in the assembly, this new measure is a drastic reform, as in the old system, not even the majority of the privileged estates had the opportunity to influence politics and decision-making in any way.

In 1790, the National Assembly agreed to the ~~new~~ nationalisation of church lands in ~~order~~ order to help end bankruptcy quickly and effectively. This attack on the traditionally privileged status of the church, a highly important constitution of France's ancien regime was topped by the Civil Constitution of the Clergy which the king ~~had to sanction~~ was sanctioned in ~~1791~~ ^{July the 12th} 1791 - as a consequence of this, not only the king, but also the church was now accountable to the people rather than God, and in this case also the Pope, who later denounced the ^{Civil} Constitution. This measure ~~was~~ stands in accordance with the general reformation of the political system in which ~~power~~ all power should stem from the people. The fact that this measure provoked so much conflict and provoked the breakup of the revolutionary consensus show the importance of this reform, as France's traditional system ~~was~~ ~~the~~ ~~was~~ continued to be changed and reformed ^{significantly} ~~fundamentally~~. ~~As~~

As the feudal system, social privileges and the tax system was abolished and reformed by the political, economic, social and religious system was changed so fundamentally by the National Assembly between 1789 and 1791, it is possible to argue the claim to say that the measures introduced by the assembly reformed France is highly accurate, as the evidence suggests. Reforms of the ancien regime system like the abolition of the feudal system, noble privileges and the reformation of the tax system show the extent of the reformation France experienced in these years, and other important measures such as the shift of power from the king to the people, which was manifested in the new Constitution demonstrate this as well. In transforming the political system from an absolute monarchy to a constitutional monarchy, one can certainly perceive the extent to which France was reformed.



ResultsPlus Examiner Comments

This response was placed in Level 4 because it (1) offers analysis of the extent to which the National Assembly reformed France and has a sound focus on change/continuity; (2) decent own knowledge is used to develop the argument (e.g. reforms relating to feudalism, taxation, the political system and the church) and (3) an overall judgement is reached in the conclusion on the extent of change based on criteria (e.g. the undermining the ancien regime, reduction of social divisions etc.) developed in the main analysis.



ResultsPlus Examiner Tip

Use the key phrases from the question throughout the essay. This will help you to write a relevant analytical response. In this case, a focus on 'reformed France' is important.

Question 4

On Question 4, stronger responses targeted the reasons for the end of the Terror and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (Robespierre's unpopularity) and a range of other factors (e.g. the improving foreign situation, the removal of domestic opposition, the excesses of the Great Terror). Judgements made about the relative importance of Robespierre's unpopularity were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the reasons for the end of the Terror. Low scoring answers also often lacked focus on causation or were essentially a narrative of the years 1793-94. Where some analysis using relevant knowledge was evident, it was not developed very far (e.g. limited comments on Robespierre's introduction of the Cult of the Supreme Being). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5

Question 6 Question 7 Question 8

The Terror ~~was~~ was the mass killing of many of France's people. These included nuns, monks and priests, etc. Robespierre can be seen to be the heart of the Terror as he was the leader of the Jacobin club who had come to power when the Girondins had fallen.

~~Robespierre~~ Robespierre had become very unpopular due to many reasons. One of these can be the fact that he was constantly contradicting himself. He had decided against war

When other people thought it was a good idea, before the Jacobins were in power, but then he had ordered others to go on mass killing sprees, including the Sans-Culottes and the Jacobins when they'd come into power. This had made him very unpopular

due to obvious reasons, which then made him lose support so the terror soon came to an end, as more people began to disagree with his methods.

Another reason Robespierre became unpopular can be his dictatorship over the Jacobins. He had become a dictator over them, ordering them around, which would have decreased their views and likeability on him. This could have then led to

him losing support from his own people. This meant, the people Robespierre had ordered to cause all the killings and uprisings, would have turned their backs on him, stopping the killings, ending the Terror.

Moreover, Robespierre's unpopularity may ~~not~~ have been the only reason why the Terror ended. The uprisings in the Vendée, due to conscription can be one. This is because they

wouldn't or had anyone else to fight and cause more uprisings. This would then have led to the Terror dying out because there was less people to kill and fight.

Also, the Jacobins can be a reason why the Terror came to an end as they soon stopped supporting Robespierre because he had become subjective to power and status, ordering them to bring harm to many people.

To conclude, Robespierre can be to blame ^{for the end to the Terror,} as his own power had gotten to him, making him lose support from his supporters. Moreover, other groups came as they started to realise how far it had gotten and had to put an end to it.



ResultsPlus Examiner Comments

This Level 2 response exhibits many of the shortcomings of lower scoring answers (1) it offers limited analysis of the reasons for the end of the Terror; (2) the candidate's own knowledge lacks range and depth (e.g. there are few references to specific events and dates); (3) although there is some focus on causation some sections are essentially descriptive and (4) an overall judgement is given but because of the limitations noted above it lacks proper substantiation.



ResultsPlus Examiner Tip

When answering 'stated factor' questions, make sure you also consider the role and strength of other factors in order to give your response range and judgement.

Question 5

On Question 5, stronger responses targeted the extent to which the downfall of the Directory in 1799 was due to economic problems and included an analysis of the links between key factors and a clear focus on the concept (consequence). Sufficient knowledge to develop the stated factor (economic problems) and a range of other factors (e.g. the Directory's constitutional arrangements, electoral interference and increasing reliance on the army) was demonstrated. Judgements made about the relative importance of economic problems were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the extent to which the downfall of the Directory was the consequence of economic problems. Low scoring answers also often lacked focus on consequence or were essentially a narrative of events under the Directory. Where some analysis using relevant knowledge was often evident, it tended to lack range/depth (e.g. limited comments on the consequences of the Directory's currency problems). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5

Question 6 Question 7 Question 8

~~The end of the Terror was a result of a combination of several factors and Robespierre played a large role in ending it as he was losing his popularity quickly due to many ill-thought out actions. However, it is also important to note that the~~

The downfall of the Directory in November 1799, was a result of the direct actions of Napoleon and Sieyès. ~~That~~ However even though this was concrete evidence that the Directory had failed, it ~~was~~ could be argued that the failure of the Directory ~~was~~ came before this and their downfall was a culmination of ~~not~~ the inherent weaknesses of the constitution, the economic issues and ~~the~~ most importantly, the effects of war.

Economic problems ~~also~~ played an important part in driving several protests and revolts against the king which

may have resulted in ~~downfall~~ their downfall. For example, the ~~bad to~~ bad harvests in winter of 1795, led to the wheat prices and bread prices increasing. As a result, many people were not able to afford basic necessities and malnutrition and famine was widespread across provinces. As a ~~real~~ direct result of this, there were ~~two~~ two major uprisings in 1795 in May and April. The Rising of the Germinal and the Rising of the Prairial. Both were due to the rise in bread prices. Around 10,000 sans-culottes marched on Directory to ~~push~~ demand bread. This is evidence of a threat from the public as a result of economic issues. This can also be seen in the Vendean revolts which occurred sporadically throughout the Directory. Thermidorean government ~~was~~ many Vendean suffered from economic problems as they were still financially burdened even though feudal dues had been abolished. They still had to pay land taxes to the purchasers of biens nationaux and were effectively ~~only~~ in the same position but instead of paying the nobility, they were paying the bourgeoisie. There was often bloodshed in this area due to ~~the~~ these economic issues. That being said, the impact of these risings is very much limited. The Rising of the Germinal and Prairial were repelled by the National Guard easily. Even with the Rising of the Prairial ~~where~~ where the sans-culottes were

armed, the use of the army ~~to~~ had ensured their suppression. It became quite obvious that without the leadership of people like Danton, Marat or Hebert, the sans-culottes lacked organisation and direction. ~~Therefore~~ ~~economic~~ ~~prob~~ ~~with~~ The Vendean revolt, ~~like~~ ~~it~~ ~~is~~ was highly localised and revolts were not widespread across all provinces. ~~But~~ ~~Even~~ ~~if~~ ~~there~~ ~~were~~ ~~a~~ ~~large~~ ~~number~~ of the Vendean, they were not organised enough to overthrow the Directory therefore neither ~~the~~ ~~revolt~~ ~~could~~ ~~be~~ considered significant threats. ~~For~~ ~~this~~ ~~reason~~, we can

argue that economic issues were not the reason for the Directory's downfall.

~~However~~ we can, however, argue that war played a large part in the downfall of the Directory as it led to the Directory having to deal with several issues, one of which was finance. In 1796, financial reforms were made such as the reinstatement of indirect taxes, including ~~the~~ ~~polls~~ which was not without controversy. A new currency, the mandate was established and the state had declared itself bankrupt. As a result of this, they had payed their creditors back with state bonds as they could not repay them normally. As a result of this, ~~the~~ ~~two~~ ~~thirds~~ of state debt was cancelled. The financial reforms had some effect but they were still not enough ~~for~~ ~~the~~ ~~country~~. This was because they had to continue funding the war ~~and~~ ~~paying~~ ~~the~~ ~~army~~. We could argue that without war, the financial state

of the country may have been in a much better position and the Directory would be much more stable. Another ~~impact of war was that it~~ financial burden of war was through it being successful. ~~As~~ As the French occupied more land, more soldiers were needed to occupy and maintain it which was very costly. Also, ~~3~~ three-quarters of the indemnities of war went back to funding and paying the army. The Directory was stuck in this vicious cycle having to attain more land and then needing to ~~spend~~ spend money to uphold this land and

needing conscripts to send soldiers in. Not only was this a major continuous financial burden, it was also ~~very~~ created public discontent. The Conscription law of 1798 which stated that there would have to be conscripts in both wartime and peacetime and included all men aged 20-25 was taken very badly. Many revolts broke out across the provinces as a result of this. We can therefore argue that war is more important than economic problems as the threats faced as a result of the discontent due to war was more dangerous than the ~~threats~~ threats that occurred as a result of economic discontent.

We can argue that the reason for the failure of the Directory was due to the inherent weaknesses of the Constitution. ~~The~~ The Thermidorean government, ~~was~~ in trying to establish a system of checks and balances

With no one body dominating (after the horrors of the Jacobin dominated Terror) had ended up creating a system with no leadership or direction that was highly flawed. For example, the Directory was in charge of managing foreign policy but were not able to declare war or make peace. They were also supposed to enforce laws but had ~~not~~ no part in making them. A good example of this can be seen when ~~the~~ Directory and Council of 500 decide to pass the salt tax, gabelle, but it is vetoed ~~by~~ by the Council of Ancients. As a result, it was a challenge to pass laws and it made the Directory look

weak and unstable. However, the weaknesses of the constitution can be linked back to war as it was war that had exacerbated these weaknesses. For example, the Directory had little power when it came to foreign policy as the system was rather vague and there were limitations to their power. But the generals were seen as strong compared to the Directory and were favoured by the public much more. The Directory relied very much on the army to sustain the finance of the country and to generate wealth. The power that they gave these generals ~~as a result of~~ which they ~~of~~ attained as a result of the war made them seem much weaker and as the power of the generals grew, the Directory's weakened. ~~Thus~~ ~~at~~ soon, the generals, particularly ~~the~~ Napoleon, were becoming

more independent and did not rely on the Directory. For example, after the war with Italy, Napoleon signed the Treaty of Campo-Formio in October 1797 which was directly undermining the authority of the Directory as Napoleon had no right to manage foreign policy. However, as a result of his successes in war and their reliance on the army, there was very little they could do. The Coup of Brumaire shows how powerful Napoleon was as he was able to overthrow the Directory with only a few troops. His popularity can be seen when he returns to Paris and is greeted with applause.

~~The Direct~~ It must also be stated that the Directory also made the mistake of giving them so much power. The threats from the left and right such as the Coup of Fructidor and Vendémiaire Rising ~~were~~ were suppressed by the help of the army and their increasing reliance on them caused public discontent. As well as this, the Directory began to behave very undemocratically by annulling democratic elections and using martial law in the provinces. ~~This~~ ^{This} caused them to lose support from the peasants.

The downfall of the Directory can be attributed to a number of factors yet most of them were underpinned by the context of war. The ~~treaty~~ ~~constitution~~ constitution

may have survived had there not been so many threats
as this would have prevented them from handing
over power to the army. The success of war placed
generals in a powerful position and ultimately powerful
enough to overthrow the Directory. The downfall can be
regarded ^{and} as political, not economically based.



ResultsPlus

Examiner Comments

This Level 4 response possesses several obvious strengths, namely (1) it targets the role played by economic problems in the downfall of the Directory in 1799; (2) it uses decent own knowledge to develop the stated factor (economic problems) and other factors (e.g. the impact of war, the weaknesses of the constitution and over-reliance on the army) and (3) a reasoned judgement is reached in the conclusion based on the criteria (e.g. how all factors were ultimately linked to the war) developed in the analysis.



ResultsPlus

Examiner Tip

Higher level responses are often based on brief plans that offer a logical structure for the analysis. They identify three or four themes and points for and against the proposition. Take a minute or two at the beginning to plan before you start writing your response. That way, you are more likely to produce a relevant, logical and well-structured response.

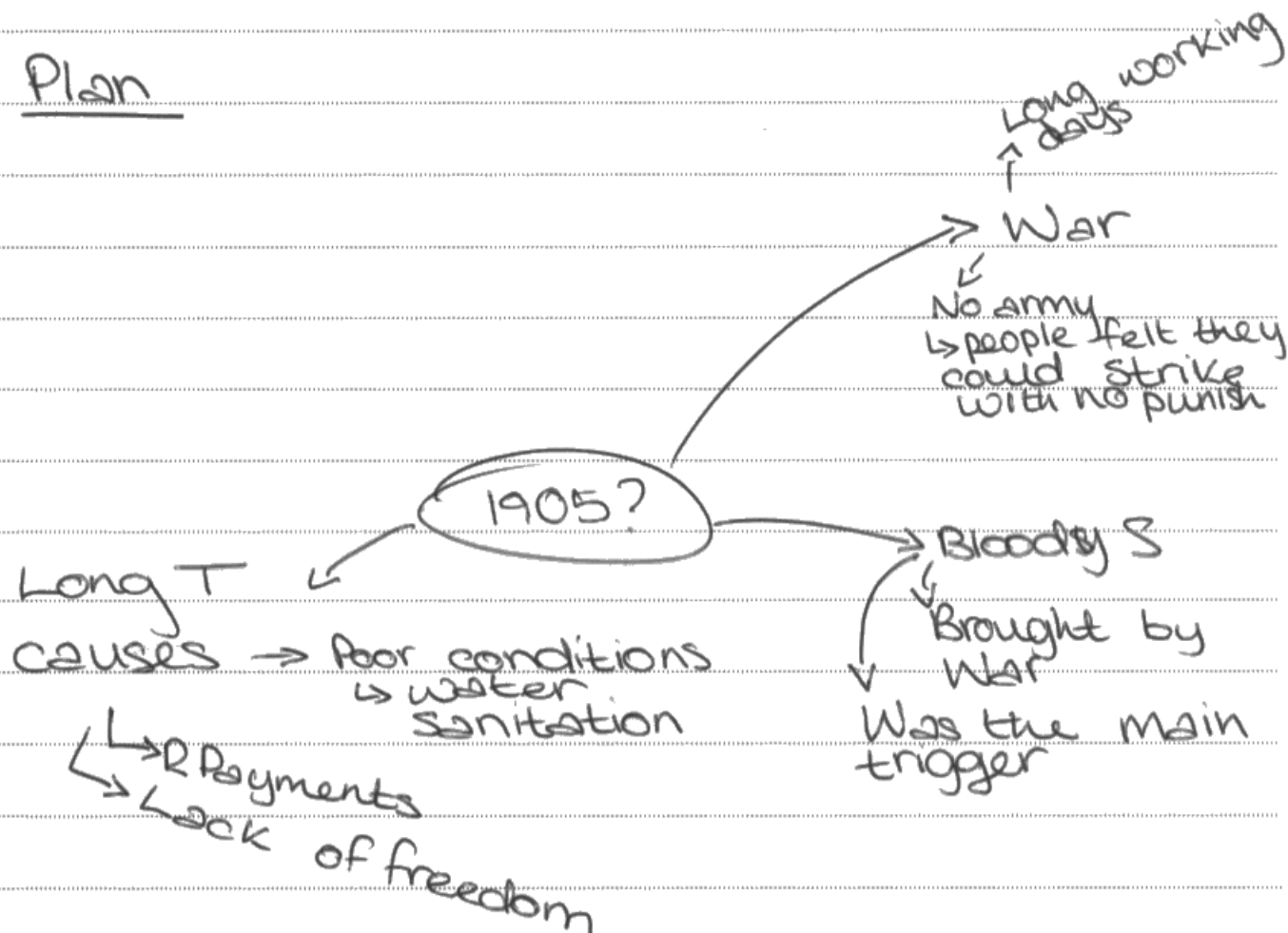
Question 6

On Question 6, stronger responses targeted the extent to which the 1905 Revolution was due to the impact of the Russo-Japanese war. These answers included an analysis of the links between key factors and had a clear focus on the concept (consequence). Sufficient knowledge to develop the stated factor (Russo-Japanese war) and a range of other factors (e.g. the workers' and peasants' long-term economic and social grievances, the nationalities' resentment of Russification, the popular response to 'Bloody Sunday') was also demonstrated. Judgements made about the relative importance of the impact of the Russo-Japanese war were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the extent to which the 1905 Revolution was the consequence of the Russo-Japanese war. Low scoring answers also often lacked focus on consequence or were essentially a narrative of Russian events in 1904-05. Where some analysis using relevant knowledge was often evident, it tended to lack range/depth (e.g. limited comments on the negative consequences of the war on the Russian economy). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

Plan



Essay:

The 1905 revolution can be blamed on many factors. For example the Russo-Japanese War created the majority of events and policies that triggered revolution. However some may argue that the ~~existing~~ poor living conditions in Russia previous to the years of

the Russo - Japanese War made have caused the revolution.

It is well known that the war between Russia and Japan caused many problems within the empire. Such as the absence of the army gave people more confidence to speak out against the Tsar. As the Tsar's main weapon, the army were vital to ending strikes and crushing revolution. Therefore the absence of the army due to war created an opportunity in which people felt capable to revolt. The war also increased ~~the~~ demands for munitions and ~~the~~ grain. This lead to longer working hours for factories and ~~factories~~ farms. This caused anger amongst workers and peasants and ~~it~~ lead to many strikes during 1905. Overall the Russo - Japanese War is the most influential factor when assigning blame for the 1905 • revolution.

However other factors such as Bloody Sunday can also be held accountable. Bloody Sunday was a peaceful protest to the Winter Palace lead by Father Gapon to ask the Tsar to improve the working and living conditions of Russia. However this peaceful protest turned into a massacre in which hundreds of men, women and children died at the hands of Tsarist soldiers. This event sparked outrage throughout the empire and triggered the 1905 ~~revolution~~ revolution. Therefore as Bloody Sunday was the event that triggered revolution it can be labelled as the main cause. However Bloody Sunday was not as important as the Russo-Japanese War. This is because Bloody Sunday was caused by demands for better living ^{and working} conditions which had declined because of the War. Therefore the Russo-Japanese War is still the most influential factor.

Some may argue that the 1905 revolution was brought about from long-term causes. Such as the poor living conditions of the lower classes in Russia and the lack of freedom in areas of peasantry. Before the 1905 the peasants had very little freedom. After serfdom was ~~be~~ abolished the former serfs were forced to pay redemption payments ~~are~~ and were still tied to the land of their former owners. This lack of freedom angered many and did cause a number of unrests, although these were easily crushed by the army. Because of this some may argue that anger of long-term issues may have caused the revolution. However before the Russo-Japanese War ~~as~~ further deteriorated living conditions for Russians there had only been minor unrest. Therefore to argue that long term causes created a revolution is relatively weak because the real oppressed

opposition towards living conditions come from the impacts of war on Russia. So the Russo-Japanese war is still the ~~the~~ factor that impacted ~~Russia~~ created the majority of reasons for the revolution.

In conclusion the 1905 revolution was majoritively due to the impact of the Russo-Japanese War. Although other factors such as Bloody Sunday and long-term causes may have created anger that was part of the revolution, the Russo-Japanese War is what caused the main deterioration in living and working ~~and~~ conditions and what caused Bloody Sunday. Therefore the 1905 revolution was mainly due to the impacts of the Russo-Japanese War.



ResultsPlus
Examiner Comments

This response was placed in Level 3 because it (1) offers some analysis of the extent to which the 1905 Revolution was due to the impact of the Russo-Japanese war and has a reasonable focus on consequence; (2) reasonable depth of knowledge is used to develop the stated factor (Russo-Japanese war) and other factors (e.g. the impact of Bloody Sunday and poor living conditions for the lower classes) and (3) an overall judgement is reached in the conclusion and the answer shows some organisation.



ResultsPlus
Examiner Tip

When planning your answer to a support / challenge question make sure you have a good balance of key themes on either side of the argument, or be prepared to argue support and challenge within each key theme.

Question 7

On Question 7, stronger responses targeted the reasons for the fall of the Provisional Government in 1917 and included an analysis of links between key factors and a clear focus on the concept (causation). Sufficient knowledge was used to develop the stated factor (Kerensky's leadership) and a range of other factors (e.g. the opposition of Lenin and the Bolsheviks, the role of the rival Petrograd Soviet, the Provisional Government's status as an interim body). Judgements made about the relative importance of Kerensky's leadership were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of the reasons for the fall of the Provisional Government in 1917. Low scoring answers often lacked focus on causation or were essentially a narrative of events in Russia in 1917. Where some analysis using relevant knowledge was evident, it was not developed very far (e.g. limited comments on Kerensky's handling of the Kornilov affair). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5
Question 6 Question 7 Question 8

- Kerensky's leadership

* failure to spot Kornilov + KC crisis ✓
↳ some B's

↳ June Offensive - glory seeking - damaged PG ✓

- divisions within PG over rev. def. + U.S. or
↳ Military Crisis ✓

- didn't make decision - left
↳ CA - disillusionment - existing sitcn.

- Bolsheviks + Lenin - seized day
↳ Trotsky - MRG + Soviet

Conc. B's capitalized on PG mistakes

↳ external factors like economy/war didn't help
↳ Lenin ultimately made it fall but not only temp
↳ fairly ace. ✓

In October 1917 the Provisional Government fell as the Bolsheviks, disguised as the Soviet, swept through St Petersburg and arrested the PG ministers at the Winter Palace - though it is the actions of Lenin and his party that initiated the PG's fall, the takeover was welcomed because of a number of events that were arguably caused by the PG's own member and later Prime Minister, Kerensky, indicating it is to at

least some extent accurate to say his leadership was the main reason for the organisation's fall in 1917.

Kerensky, whilst a Duma member in 1912, was also a member of the Petrograd Soviet, and gained influence in the PG following the Milyukov crisis when Prince Lvov invited him to take the position of war minister - this influence was severely damaged, along with the reputation of the PG, with Kerensky's 'June Offensive'. The attack on Austro-Hungarian troops led to the German forces advancing a further 200 miles into Russian territory, portraying the PG as inept and even further stimulating the anti-war feeling growing in Russia. As War minister, Kerensky had wanted to 'cover himself in glory', and proceeded with the offensive under misguided motivations, suggesting his leadership was P.b significant in the failure of the PG. In August 1917, Kerensky's poor decisions as leader, now PM, had a detrimental impact on the perception of the PG again. Kerensky, ^{was to} appoint General Kornilov as Commander in Chief of the armed forces, but the General's cadets, capital punishment for all deserters, and his responsibility to ~~himself~~ himself alone for example, were too extreme. Instead of dismissing Kornilov immediately, Kerensky's decision to prolong ~~not~~ negotiations and later dismissal

of the General after his call for martial law led to the Kornilov affair. The Kornilov affair was significant in that it divided the PGs, as some of the right wing members saw Kornilov's actions as justified, and armed the Bolsheviks' Red Guard - weapons they would use in the October Revolution. If not for Kerensky's bad judgement when dealing with Kornilov and requirement for help as the General marched his troops ~~off~~ on Petrograd, the PGs' opposition may not have had the ~~extra~~ resources to seize power as they did in October 1917, causing the PGs to fall.

However, divisions within the PGs as a whole, and not at the fault of Kerensky were instrumental in the popular feeling against. Indecisive, the body chose to leave contentious issues like land redistribution and the war to the planned ~~an~~ Constituent Assembly, ignoring the public's ~~the~~ protests against the war and the extent of peasant land seizures. When the Petrograd Soviet forced the PGs' hand in March 1917 into the 'Declaration of War Aims' that committed the PGs to a new strategy of 'revolutionary defencism', Milyukov, feeling differently to the rest of the compromising party, sent a separate telegram to the Allies disregarding the policy - ~~a~~ a telegram ~~to~~ that was leaked to the press. The significance of the divisions within the PGs and his crisis were felt in the uproar of

protests demanding Milyukov's resignation and the ~~country's~~ country's leaving of the war. Milyukov became an example to the people of the position of the PCr, acting against their interest, despite the member being isolated in his views, and encouraged support for the Bolsheviks who would go on to ~~see~~ see to the fall of the PCr in October. In this sense, the PCr's flaws in general were more accurately the main reason for its fall.

Moreover, without the intervention and actions of the Bolsheviks in October to actively arrest the PCr members at the Winter Palace and establish a Sovnarkom with the support of the All-Russian Soviets, the PCr's fall may arguably have never occurred and it would have survived until the Constituent Assembly takeover. Trotsky's tactical skills in utilizing the Military Revolutionary Committee and Petrograd Soviet with his 'camouflaging' strategy facilitated a bloodless coup d'état on the ~~24th~~ 24th and 25th of October. Similarly, without Lenin's place as figurehead of the revolution, public speaking skills, ~~and~~ and ability to grasp an opportunity, the Bolsheviks may have never attempted to seize power in 1917 at all; on October 10th Lenin secretly returned to the capital to persuade the extremely reluctant Bolshevik Central Committee that he had to ~~the~~ strike was new. The organisation and focus of the Bolsheviks was what set him apart from other factions of the

Soviet like the Mensheviks and SRs, and allowed the party to actually overthrow the PG in October, indicating the Bolsheviks were accurately also ~~sign~~ a significant reason for the PG's fall in 1917.

In conclusion, whilst the Bolsheviks caused the October Revolution that saw the PG's downfall, they were able to capitalise on the ~~most~~ political atmosphere of the time that was decidedly anti-PG, which was ~~in~~ part due to Kerensky's mistakes. However it is also worth acknowledging the scope of discontent that the PG inherited from the regime in the February Revolution, that even the most united, competent government may have struggled to manage. For these reasons, ~~that~~ it is only somewhat accurate to say Kerensky's leadership was the main reason for the fall of the Provisional Government in 1917.



ResultsPlus Examiner Comments

This response was placed in Level 4 because it (1) offers a strong analysis of the reasons for the fall of the Provisional Government in 1917 and has a good focus on causation; (2) in-depth knowledge is used to develop the stated factor (Kerensky's leadership) and other factors (divisions within the Provisional Government and the actions of the Bolsheviks), and (3) an overall judgement is reached in the conclusion based on the key criteria (e.g. the unfavourable political, economic and military situation in 1917) developed in the main analysis.



ResultsPlus Examiner Tip

Be sure that you are able to make a logical judgement about the relative importance of the stated factor named in the question when set against your other selected factors.

Question 8

On Question 8, stronger responses targeted how far the Russian economy was strengthened by the New Economic Policy in the years 1921-24. These answers also included an analysis of relationships between key issues and a clear focus on the concept (change/continuity) in the question. Sufficient knowledge to develop both sides of the argument was demonstrated (e.g. rising agricultural and heavy industrial production, increased small-scale factory output, the 'scissors crisis', high urban unemployment levels). Judgements made about change/continuity concerning the strength of the Russian economy were reasoned and based on clear criteria. Higher scoring answers were also clearly organised and effectively communicated. Weaker responses tended to be generalised and, at best, offered a fairly simple, limited analysis of how far the Russian economy was strengthened by the New Economic Policy in the years 1921-24. Low scoring answers also often lacked focus on change/continuity or were essentially a description of Soviet agricultural and industrial policies in the early to mid-1920s. Where some analysis using relevant knowledge was evident, it tended to lack range/depth (e.g. limited comments on the rise in heavy industrial production). Furthermore, such responses were often fairly brief, lacked coherence and structure, and made unsubstantiated or weakly supported judgements.

Indicate which question you are answering by marking a cross . If you change your mind, put a line through the box and then indicate your new question with a cross .

Chosen question number: Question 3 Question 4 Question 5

Question 6 Question 7 Question 8

The Russian economy had been strengthened by the New economic policy in the years 1921-24 as it had improved Agriculture, famine and peasants and workers. This had really been a big step from war communism. Although ~~less~~ businesses ~~and~~ did not really ~~be~~ impact.

The New economic policy introduced by Lenin in 1921 had gave peasants food and land ~~and~~ this had helped peasants live in better conditions. This ~~is~~ was significant in strengthening Russia as decreased the death rate of 80% population of

peasants and means they will not strike protest.
Also workers hours in factories had been reduced
to 8 hours. Agriculture had really improved for
farmers as well as famine production had rose.
This meant that Russia could be stabilised. Agricultural
~~Industries had rose~~ this impact had led to better
peace in the economy. ~~and~~
~~This impact~~
Although the fact that Agriculture ~~is~~ ~~has~~ ~~had~~
production had rose businesses had not really ~~been~~
rose.



ResultsPlus

Examiner Comments

This Level 1 response exhibits many of the shortcomings of the lowest scoring answers (1) it offers only simple generalised statements regarding the extent to which the NEP strengthened the Russian economy in years 1921-24; (2) a small amount of relevant knowledge is incorporated but it lacks range and depth; (3) the response lacks structure, coherence and precision and (4) the overall judgement is asserted not substantiated. This answer is also very brief.



ResultsPlus

Examiner Tip

Although there are time constraints, try to write at least three or four sides (depending on handwriting size) to give yourself the best chance to explore range and depth in this 'study in **depth**' paper.

Paper Summary

Based on their performance on this paper, candidates are offered the following advice:

Section A

Value of Source Question (1(a)/2(a))

- Candidates must be more prepared to make valid inferences rather than to paraphrase the source
- Be prepared to back up inferences by adding additional contextual knowledge from beyond the source
- Move beyond stereotypical approaches to the nature/purpose and authorship of the source e.g. look at the specific stance and/or purpose of the writer
- Avoid writing about the deficiencies of the source when assessing its value to the enquiry

Weight of Source Question (1(b)/2(b))

- Candidates should be prepared to assess the weight of the source for an enquiry by being aware that the author is writing for a specific audience. Be aware of the values and concerns of that audience.
- Try to distinguish between fact and opinion by using your contextual knowledge of the period
- In coming to a judgement about the nature/purpose of the source, take account of the weight you may be able to give to the author's evidence in the light of his or her stance and/or purpose
- In assessing weight, it is perfectly permissible to assess reliability by considering what has been perhaps deliberately omitted from the source

Section B

Essay questions

- Candidates must provide more factual details as evidence. Weaker responses lacked depth and sometimes range
- Take a few minutes to plan your answer before you begin to write your response
- Pick out three or four key themes and then provide an analysis of (for e.g.) the target significance mentioned in the question, setting its importance against other themes rather than providing a description of each
- Pay more careful attention to key phrases in the question when analysing and use them throughout the essay to prevent deviation from the central issues and concepts
- Try to explore links between issues to make the structure flow more logically and the arguments more integrated

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



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