

Choose EITHER Option 2C.1 (Question 1) OR Option 2C.2 (Question 2), for which you have been prepared.

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

Answer Question 2, parts (a) and (b).

You should start the answer to part (a) on page 4.

You should start the answer to part (b) on page 5*.

2 (a) Study Source 3 in the Sources Booklet before you answer this question.

Why is Source 3 valuable to the historian for an enquiry into the reasons for the 1905 Revolution?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(8)

AND

(b) Study Source 4 in the Sources Booklet before you answer this question.

How much weight do you give the evidence of Source 4 for an enquiry into opposition to the Provisional government in 1917?

Explain your answer using the source, the information given about it and your own knowledge of the historical context.

(12)

(Total for Question 2 = 20 marks)

[*Note that in the live question paper, the answer for part (b) will start on page 7]

Option 2C.2: Russia in revolution, 1894–1924**Source for use with Question 2a.**

Source 3: From a petition to Tsar Nicholas II, drawn up by striking industrial workers. Protesters carried the petition in a huge procession to the Winter Palace in an attempt to deliver it to Tsar Nicholas II on Sunday 9 January 1905. The event became known as Bloody Sunday.

We working men and inhabitants of St. Petersburg, have come to You to seek truth, justice and protection. Our first request was that our employers should discuss our demands with us but this they refused to do. They regarded as illegal our other demands: reduction of the working day to eight hours, the fixing of wage rates in consultation with us, and investigation of our grievances against the factory managements. We have been in bondage* with the help and cooperation of Your officials. Anyone who dares to speak up in defence of the interests of the working class and ordinary people is jailed or exiled.

*bondage – slavery

Source for use with Question 2b.

Source 4: From a report by Major General Sir Alfred Knox, the British military adviser to the British ambassador to Russia. It was written in April 1917. Having visited the Russian northern fighting front, Knox here considers the Russian army's attitude to the war.

I returned to Petrograd from a visit to the Northern front on April 28. I gave you my opinion of the deplorable state of things at the front. Units have been turned into political debating societies; the infantry refuses to allow the guns to shoot at the enemy; discussions, which betray the Allies and the best interests of Russia, take place daily with the enemy, who laughs at the trusting nature of the Russian peasant soldier. Many senior officers complained that the Government, to which the army has every right to look for support, has left all the burden of dealing with the agitation to the army.

In Petrograd things are growing worse daily. Tens of thousands of able-bodied Russian men in uniform wander about the streets without a thought of going to the front or working to prepare themselves for the war. Every able-bodied man and most of the women in England and France are straining every nerve to beat the common enemy. This state of affairs will be a disgrace for all time for the Russian people and its Government.

Acknowledgements

Source 1 is from John Hardman, *French Revolution Documents 1792–95*, Barnes & Noble 1973; Source 2 is from M J Mavidal and M E Laurent (eds.), *Archives parlementaires de 1787 à 1860, première série (1787 à 1799)*, Paris: Dupont 1879–1913; Sources 3 and 4 are from David Evans and Jane Jenkins, *Years of Russia, the USSR and the Collapse of Soviet Communism*, Hodder Education 2008.

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

| Question | Indicative content |
|-----------|--|
| 2a | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse the source to consider its value for an enquiry into the reasons for the 1905 Revolution.</p> <ol style="list-style-type: none"> The value could be identified in terms of the following points of information from the source, and the inferences which could be drawn and supported from the source: <ul style="list-style-type: none"> It provides evidence of the workers' demands in 1905 (e.g. negotiations with the employers, an eight-hour day and a greater say over wage rates) It suggests that the employers refused to consider these demands ('regarded as illegal our other demands') It indicates that the Tsarist system also oppressed the workers ('with the help and cooperation of Your officials'). The following points could be made about the authorship, nature or purpose of the source and applied to ascribe value to information and inferences: <ul style="list-style-type: none"> It was contemporary document and created by working-class people in St Petersburg, so has the potential to reveal the state of proletarian opinion there It is designed as a direct appeal to the Tsar, which suggests a level of worker desperation Its purpose and aims are evident from the use of emotional language to reinforce points ('to seek truth, justice and protection', 'we have been in bondage'). Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information. Relevant points may include: <ul style="list-style-type: none"> Reasons for the wave of industrial strikes in St Petersburg in January 1905 The violent response of the Tsarist authorities to the working-class march in St Petersburg on 9 January 1905 The consequences of Bloody Sunday, e.g. loss of respect for the Tsar, further strikes and social unrest. |

| Question | Indicative content |
|-----------|---|
| 2b | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the source in relation to an enquiry into opposition to the Provisional government in 1917.</p> <ol style="list-style-type: none"> The following points could be made about the origin and nature of the source and applied when giving weight to selected information and inferences: <ul style="list-style-type: none"> As an experienced military officer, the author would be an informed observer of disaffection within the Russian army The author witnessed the events described at first hand and his purpose as a non-Russian appears to be to provide an objective assessment of opinion in the army The report is confined to the early part of 1917 It is just one individual's account of anti-government opinion within the Russian army. The evidence could be assessed in terms of giving weight to the following points of information and inferences: <ul style="list-style-type: none"> It provides evidence of opposition to the Provisional government in 1917 It provides evidence of army opposition to the Provisional government's pro-war policy ('refuses to allow the guns to shoot at the enemy', 'discussions ... take place daily with the enemy') It suggests that senior officers were critical of the Provisional government's failure to restore discipline in the ranks ('has left all the burden of dealing with the agitation to the army') It indicates that soldiers in Petrograd were effectively defying the government by avoiding military service at the front ('Russian men in uniform wander about the streets'). 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 the content. Relevant points may include: <ul style="list-style-type: none"> The growing opposition within the army to the Provisional government's pro-war policy between February and October 1917, e.g. demoralisation, desertions The Petrograd Soviet's opposition to the Provisional government The opposition of other groups such as peasants and industrial workers The Bolshevik hostility towards the Provisional government. |

SECTION A

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

You must start your answer on page 3.

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

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

- 1** How far could the historian make use of Sources 1 and 2 together to investigate the problems facing France in the late 1780s?

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

(Total for Question 1 = 20 marks)

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

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

- 2** How far could the historian make use of Sources 3 and 4 together to investigate the problems facing the Tsarist system during the First World War?

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

(Total for Question 2 = 20 marks)

C2: Russia in revolution, 1894–1924**Sources for use with Question 2.**

Source 3: From a speech made by Paul Milyukov, the leader of the liberal Kadet Party, to the Fourth Duma on 1 November 1916. Here, Milyukov criticises the Tsar's government.

This present government has sunk beneath the level on which it stood during normal times in Russian life. And now the gulf between us and that government has grown wider and become impassable. Today we are aware that with this government we cannot legislate, and we cannot, with this government, lead Russia to victory. We are telling this government, as the declaration of the [Progressive] Bloc stated: We shall fight you, we shall fight you with all legitimate means until you go. 5

When the Duma declares again and again that the home front must be organised for a successful war and the government continues to insist that to organise the country means to organise a revolution, and consciously chooses chaos and disorganisation – is this stupidity or treason? We have many reasons for being discontented with the government. But all these reasons boil down to one general one: the incompetence and evil intentions of the present government. We shall fight until we get a responsible government. Cabinet members must agree unanimously as to the most urgent tasks. They must agree and be prepared to implement the programme of the Duma majority. They must rely on this majority, not just in the implementation of this programme, but in all their actions. 10 15

Source 4: From a Tsarist police report, written in October 1916. Here, the report considers conditions in wartime Petrograd.

In the opinion of the spokesmen of the labour group of the Central War Industries Committee*, the industrial proletariat of the capital is on the verge of despair. The labour group believes that the smallest outbreak, due to any pretext, will lead to uncontrollable riots with tens of thousands of victims. Indeed the stage for such outbreaks is more than set: the economic position of the masses is distressing. 20

Even if we assume that wages have increased 100 per cent, the cost of living in the meantime has risen by an average of 300 per cent. There is the impossibility of obtaining, even for cash, many foodstuffs and essentials, the waste of time involved in spending hours waiting in line at stores, and the increasing death rate due to inadequate diet and insanitary housing. All these conditions have created such a situation that the mass of industrial workers are quite ready to let themselves go to the wildest excesses of a hunger riot. 25

The closing of all labour meetings and trade unions make the working masses, led by the more advanced and revolutionary-minded elements, assume an openly hostile attitude towards the government. They also protest with all the means at their disposal against the continuation of the war. 30

* Central War Industries Committee – a non-governmental body set up in 1915 to help with armaments production. It had a wide membership, including industrialists, zemstva representatives and workers.

| Question | Indicative content |
|----------|--|
| 2 | <p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant. Other relevant material not suggested below must also be credited.</p> <p>Candidates must analyse and evaluate the sources to consider how far the historian could make use of them to shed light on the problems facing the Tsarist system during the First World War.</p> <p>Source 3</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> Milyukov's position as an informed political observer of the Tsarist government's problems during the First World War, so potentially offering genuine insights The liberal and pro-duma stance of the author may influence the way in which problems are portrayed, for example the government is ignoring the duma and engaging in 'stupidity or treason' This is just one politician's assessment of the problems facing the Tsarist system. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing the Tsarist system during the First World War: <ul style="list-style-type: none"> It provides evidence of the breakdown in relations between the duma and the Tsarist government during the war ('we shall fight you with all legitimate means until you go') It indicates that the government's fear of revolution was preventing it from organising the home front effectively ('to organise the country means to organise a revolution') It suggests that the government would have to be fully responsible to the duma in order to mobilise support and prosecute the war effectively ('They must rely on this majority... in all their actions'). 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: <ul style="list-style-type: none"> The government's inept handling of the war led to the formation of a Progressive Bloc (1915) in the duma which called for a 'ministry of national confidence' to run the war effort Nicholas II compounded the Tsarist system's wartime problems by appointing incompetent ministers and refusing to accept political reform The regime's failure to create a responsible duma-based government alienated educated society and made the Progressive Bloc a focal point of political opposition. <p>Source 4</p> <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> The surveillance role of the Tsarist police within the autocratic system would make the report a potentially informed source regarding wartime domestic problems The report's content is confined to Petrograd in October 1916 The credibility of the report (which lists serious problems) is potentially enhanced by the fact it was produced by a Tsarist organisation. |

| Question | Indicative content |
|----------|--|
| | <p>2. The evidence could be assessed here in terms of giving weight to the following points of information and inferences about the problems facing the Tsarist system during the First World War:</p> <ul style="list-style-type: none"> • It provides evidence that the Tsarist system faced major economic problems that had an acute impact on the industrial proletariat ('impossibility of obtaining... many foodstuffs and essentials') • It indicates that, due to these pressures, the Petrograd working class had reached breaking point ('on the verge of despair', 'go to the wildest excesses of a hunger riot') • It suggests that worker discontent was becoming increasingly politicised and anti-Tsarist ('openly hostile attitude towards the government', 'protest... against the continuation of the war'). <p>3. Knowledge of historical context should be deployed to support and develop inferences and to confirm the accuracy/usefulness of information or to note limitations or to challenge aspects of content. Relevant points may include:</p> <ul style="list-style-type: none"> • The Tsarist regime faced major economic problems during the war, e.g. food and fuel shortages in the cities, severe inflation and the collapse of the transport system • Working class demoralisation and discontent became increasingly evident, e.g. the number of strikes doubled during 1915–16 • The growing radicalisation/politicisation of worker opinion, culminating in the strike movement of February 1917 • Other problems faced by the Tsarist system, e.g. the impact of Russia's poor military performance, peasant grievances <p>Sources 3 and 4</p> <p>The following points could be made about sources in combination:</p> <ul style="list-style-type: none"> • They suggest that the Tsarist system faced major political problems during the First World War, e.g. the growing rift between the government and the duma and increasing worker opposition to the regime • There is agreement that the problems facing the Tsarist system are becoming increasingly serious • These points of agreement are reinforced due to the contrasting positions of the authors (the Tsarist police and a liberal politician critical of the Tsarist system). |

Extract from Getting Started
Paper 2 AS Section A (a) and (b) questions

| | AS Question (a) | AS Question (b) | |
|-----------|--|--|-----------|
| L1 1–2 | <ul style="list-style-type: none"> • 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 if any substantiation. Concepts of utility may be addressed, but by making stereotypical judgements. | <ul style="list-style-type: none"> • 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. Concept of reliability may be addressed, but by making stereotypical judgements. | L1 1–2 |
| L2 3–5 | <ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis 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 or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and with some substantiation for assertions of value. The concept of utility is addressed mainly by noting aspects of source provenance and may be based on questionable assumptions. | <ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis, 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. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. | L2 3–5 |
| L3 6–8 | <ul style="list-style-type: none"> • 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. • Knowledge of the historical context is deployed to explain or support inferences, as well as to expand or confirm matters of detail. • Evaluation of the source material is related to the specified enquiry and based on valid criteria although justification is | <ul style="list-style-type: none"> • 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 weight takes into account | L3 6–9 |

| | AS Question (a) | AS Question (b) | |
|--|--|---|--------------------------|
| | <p>not fully substantiated. Explanation of utility takes into account relevant considerations such as nature or purpose of the source material or the position of the author.</p> | <p>relevant considerations such as nature or purpose of the source material or the position of the author. Judgements are based on valid criteria, with some justification.</p> | |
| | | <ul style="list-style-type: none"> 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. 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 not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. | <p>L4 10– 12</p> |

Extract from Getting Started
Paper 2 AS Section A (a) and A level Section A questions

| AS (b) | | | | A level | |
|--------|-----|--|--|---------|-----|
| L1 | 1–2 | <ul style="list-style-type: none"> • 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. Concept of reliability may be addressed, but by making stereotypical judgements. | <ul style="list-style-type: none"> • 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. | L1 | 1–3 |
| L2 | 3–5 | <ul style="list-style-type: none"> • Demonstrates some understanding of the source material and attempts analysis, 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. Concept of reliability is addressed mainly by noting aspects of source provenance and judgements may be based on questionable assumptions. | <ul style="list-style-type: none"> • 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. | L2 | 4–7 |

| AS (b) | | | | A level | |
|--------|-------|---|---|---------|-------|
| L3 | 6–9 | <ul style="list-style-type: none"> • 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 weight 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, with some justification. | <ul style="list-style-type: none"> • 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. | L3 | 8–12 |
| L4 | 10–12 | <ul style="list-style-type: none"> • 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. • 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 not be fully substantiated. Evaluation takes into account the weight the evidence will bear as part of coming to a judgement. | <ul style="list-style-type: none"> • 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. | L4 | 13–16 |

| AS (b) | | | A level | |
|--------|--|---|---------|-------|
| | | <ul style="list-style-type: none"> • 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. | L5 | 17–20 |