



**General Certificate of Education
June 2013**

AS History 1041

HIS1H

Unit 1H

Tsarist Russia, 1855–1917

Final

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level students. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Students who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which students meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a student performing at the highest AS level is already well prepared for the demands of A2.

CRITERIA FOR MARKING GCE HISTORY:**AS EXAMINATION PAPERS****General Guidance for Examiners (to accompany Level Descriptors)**

Deciding on a level and the award of marks within a level

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that students might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other students' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Students should never be doubly penalised. If a student with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a student with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2013

GCE AS History Unit 1: Change and Consolidation

HIS1H: Tsarist Russia, 1855–1917

Question 1

01 Why did Alexander II face opposition to his rule in the 1870s? (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Alexander II faced opposition.

Students might include some of the following factors:

- Alexander II's reforms opened prospects of change but disappointed many
- Russia was still an autocracy and the Tsar was reluctant to concede constitutional reform; repression bred discontent
- many members of the intelligentsia – particularly in the newly created Zemstva – wanted 'moderate' reform and were critical of the autocracy. Some were attracted by Nihilism.

Their numbers grew with the expansion of education and greater freedom in the universities

- Socialism entered Russia (Bakunin/Herzen/Chernyshevsky) and books e.g. Nechaev's Catechism of a Revolutionary were smuggled into Russia and found an audience in the 'Young Russia' movement in St Petersburg
- the Communist Manifesto was translated into Russian in 1869 and Vol 1 of Das Kapital was first published there in 1872 – providing new inspiration to opponents of autocracy
- Nechaev inspired the Populists who were implacably opposed to the Regime and believed in a peasant-based socialist society
- Frustration at Populist failure and the lack of a free media or forms of constitutional representation led to assassinations and violence with Land and Liberty giving way to the establishment of Black Partition and People's Will 1879.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might show how the reasons behind the different types of opposition – liberal, anarchist, Populist, Marxist etc. overlapped or how similar underlying circumstances produced a range of reactions.

Question 1

- 02** How successful was the Tsarist regime in overcoming opposition to its authority in the years 1881 to 1904? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views. In 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that the regime was successful in overcoming opposition might include:

- Alexander III took immediate action against his Father's assassins and used extensive censorship, police and informers, to seek out radicals and arrest or exile them
- Land Captains were appointed to control the countryside. They could overrule the decisions of the Zemstva (which could be oppositional) and dismiss those they disapproved of from the Zemstva
- Russification was used to curb nationalist demands and new educational restrictions were introduced to control and restrict opposition in universities. These reduced oppositional activity
- the first Congress of the Social Democrat party (Marxist) in 1898 was broken up by the Okhrana
- there was no large-scale opposition before the 1905 Revolution suggesting the regime's repression and vigilance was successful.

Factors suggesting that the regime was not completely successful in overcoming opposition might include:

- there was a growth in demands for liberal reform, principally focused in the zemstva which argued for constitutional reforms and other citizens' rights; the appointment of the Land captains intensified this with the formation of Beseda (Symposium) in 1899 and the Union of Liberation in 1903. Zemstva members worked with the Union in 1904 to rally support for the formation of a constitutional government by means of society banquets
- Liberals were not persecuted in the way radicals were so liberal opposition grew and even permeated court circles (e.g. experiment with state-controlled TUs by Zubatov)
- Marxist ideas spread and the SDs were formed 1898, becoming the Mensheviks and Bolsheviks in 1903. They won converts among the urban working classes in the big cities in early 20th century
- from 1899, there was a Populist revival in the universities and outbreaks of disorder, including the assassination of Minister of Education, Bogolepov in 1901. The founding of the SRs in the same year provided for the organisation of opposition and further assassinations
- the industrial unrest and years of the Red Cockerel in the countryside, 1903–1904, showed the presence of continuing opposition among the mass of the population
- the war against Japan 1904 provided a new focus for opposition.

Good answers are likely to show an awareness that apparent success masked deep-rooted problems. Tsars managed to keep control but opposition was on the increase. That opposition was bolstered by economic and social problems caused by famine, urbanisation and the pressure of rising population, as well as demands for political change.

Question 2**03** Explain why Witte promoted industrialisation in Russia. (12 marks)*Target: AO1(a), AO1(b)***Generic Mark Scheme**Nothing written worthy of credit. **0****L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2****L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6****L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9****L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12****Indicative content****Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

Answers should include a range of reasons as to why Witte promoted industrialisation.

Students might include some of the following factors:

- Witte believed Russia was in danger of losing its great power status because it lacked much large-scale industry and was falling behind other European powers
- industrialisation was necessary for military strength. The dangers of backwardness had already been evident in Russia's defeat in the Crimean War and there was concern about the growing power of Germany
- Witte believed that rapid industrialisation would create wealth and efficiency which would ease political and social tensions in Russia, e.g. those caused by the pressure of a growing rural population
- because there was a limited 'middle-class' and private entrepreneurial activity was minimal, Witte believed the state must directly sponsor industrialisation.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might look at the various reasons thematically – strategic (industrialisation would underpin military strength and reinforce Russia's great power ambitions), commercial (an increase in exports and trade) and social (to provide more employment and a consumer market) or they might balance economic reasons against political ones.

Question 2

- 04** How successful was the Tsarist regime in improving the condition of the Russian peasantry in the years 1906 to 1914? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the focus of the question. They will either be almost entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by balancing the ways in which the regime improved the condition of the peasantry against the ways in which it failed to do so, or even made conditions worse.

Factors suggesting that the Tsarist regime improved the condition of the peasantry might include:

- peasants benefited from reforms such as: end of redemption dues, removal of the mirs' controls; land banks; the movement away from strip farming
- promotion of emigration to Siberia and development of agriculture there
- the emergence of richer, enterprising peasants known as the kulaks
- the extension of rural welfare services through the Zemstva
- the expansion of education with more spending on elementary schools and a 10% growth in literacy (reaching 40% in 1914).

Factors suggesting that the Tsarist regime did not improve the condition of the peasantry might include:

- educational improvements were inadequate and prospects for self-improvement limited among the peasants where there was 60% illiteracy
- there were too few doctors and teachers in rural areas
- poverty remained endemic in the countryside, partly because many peasants did not take advantage of Stolypin's reforms or did not own their land
- there were still too many peasants for the land to support and regular bouts of famine
- the wealth gap between the kulaks and the dispossessed landless labourers created a new divide harming the poorer peasants.

Good answers are likely to conclude that whilst there had been improvements in the condition of the Russian peasantry, these were insufficient to bring any major social change and they only benefited a minority of peasants. Life for the majority remained tough – and may even have become worse.

Question 3

05 Explain why General Kornilov attempted a coup in August 1917. (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

Nothing written worthy of credit. **0**

L1: Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**

L2: Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**

L3: Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**

L4: Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why General Kornilov attempted a coup in August 1917.

Students might include some of the following factors:

- Kornilov believed the PG was too ready to give way to the Petrograd Soviet. For example he wanted the reintroduction of the death penalty for soldiers and army court-martials so as to restore military discipline (contravening Soviet order No 1)
- Kornilov believed more had to be done to curb disruptive strikes, Soviet-led troubles and those undermining the war effort. He also wanted the railways placed under military control – all measures the PG was reluctant to agree to, for fear of civil war
- the war was going badly and needed strong measures in order to improve army discipline and drive through successful campaigns
- Kornilov believed he could rely on backing from the right wing (and even some liberals who feared the growth of Bolshevism) and therefore stood a strong chance of success

- with the Bolshevik cause weakened after the July Days and a new Prime minister in office, the time appeared ripe for the coup in August.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might differentiate between the immediate circumstances of August 1917 and the longer term build-up which led to a right wing push for change. Alternatively they might emphasise Kornilov's own ambition as the over-riding factor and regard the context as of secondary importance.

Question 3

- 06** How far was the success of the Bolshevik revolution of October/November 1917 due to Kerensky's weak leadership of the Provisional Government? (24 marks)

Target: AO1(a), AO1(b), AO2(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may either contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Students should be able to make a judgement by balancing Kerensky's weak leadership against other factors that promoted Bolshevik success.

Factors suggesting that Kerensky's weak leadership of the Provisional Government was important to the success of the Bolsheviks might include:

- Kerensky had supported a new offensive against Germany in June; its failure rebounded on him
- he was unwilling to make a separate peace with Germany and failed to take action to deal with the deteriorating economic situation or the breakdown in law and order by the summer of 1917
- he failed to suppress the Bolsheviks – thus allowing the troubles of the July Days
- he appointed Kornilov as Commander-in-Chief of the army but panicked at his demands and foolishly called on the Soviet for help against the General, fatally distributing arms to the Bolsheviks
- he knew of plans for a Bolshevik coup in October/November but his decision to send radical army units away from the capital only led to accusations that he was abandoning Petrograd to the Germans and he made no further advance preparations to defeat the coup
- he under-estimated the amount of support for Lenin by Oct/Nov 1917. His last-ditch attempts to close Bolshevik newspapers, restrict the powers of the Military Revolutionary Committee and close bridges linking the working class areas to the centre of Petrograd only gave the Bolsheviks an excuse for action
- he fled before the Bolshevik seizure of the Winter Palace.

Alternative factors that could be considered important to the success of the Bolsheviks might include:

- the war situation and military failures
- the economic circumstances which came as a result of war
- the faults of the PG before Kerensky (e.g. under Lvov) and the Dual Power arrangement
- the condition of workers and peasants and soldiers
- the strength of the Bolsheviks, their ideological appeal and work of Lenin and Trotsky.

Good answers are likely to show awareness of the fragile position in which Kerensky was placed and the difficulties he faced. They may accuse Kerensky of playing into the Bolsheviks' hands but they are also likely to appreciate that it was neither the Bolsheviks' ideological appeal nor Kerensky's weak leadership so much as the unique situation of late 1917 with the disastrous war, dire economic circumstances and radicalised workforce that enabled the Bolshevik coup to succeed.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion