



**General Certificate of Education  
January 2013**

**AS History 1041**

**HIS1K**

**Unit 1K**

**Russia and Germany, 1871–1914**

**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 meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting 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 the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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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)**

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#### **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

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January 2013

**GCE AS History Unit 1: Change and Consolidation**

**HIS1K: Russia and Germany, 1871–1914**

**Question 1**

**01** Explain why the Anti-Socialist law was allowed to lapse in Germany in 1890. (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 the Anti-Socialist Law was allowed to lapse in 1890

Students might include some of the following factors:

- the Kaiser had quarrelled with Bismarck about the renewal of the Anti-Socialist Law and was looking for a Chancellor who would agree with his belief, at this time, that socialism was best dealt with in a moderate and conciliatory manner. Wilhelm wished to be

popular with all sections of German society and at this stage believed that a more sympathetic approach would win over working class support

- Wilhelm's choice as Chancellor was Leo von Caprivi who believed that the law should be allowed to lapse and that the best way to prevent socialism from becoming a threat was to introduce reforms
- Bismarck's repression of socialism had not worked as the SPD were a growing force in German politics. Perhaps the introduction of more 'state socialism' would be the most effective way of tackling the problem
- students may refer to the Kaiser's desire to rule which led to conflict with Bismarck; they may explain that in choosing a different approach towards socialism, the Kaiser was asserting his own policies.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain the links between Wilhelm's desire to rule himself and his decision to oppose renewal of the Anti-Socialist Law as part of this. Students may also explain that the Kaiser chose a new Chancellor with similar (at the time) views, who was also willing to let the Anti-Socialist Law lapse.

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**Question 1**

- 02** How successful was the SPD in gaining political influence in Germany in the years 1890 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 addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

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Factors suggesting that the SPD was successful in gaining political influence in the years 1890 to 1914 might include:

- the party continued to grow fairly consistently throughout this time period. By 1912 the SPD was the largest party in the Reichstag and was in a position to prevent the government from passing policies and to promote policies in favour of the working class. During the chancellorship of Bethmann-Hollweg it appeared that the government could pass very little legislation because of the unco-operative Reichstag
- the influence of the SPD can be seen in the continuing use of 'State Socialism' throughout this period including laws to provide insurance benefits for workers and to reduce working hours and improve conditions. The SPD pushed forward legislation such as the secret ballot and the payment of Reichstag deputies, and also campaigned against taxes that were likely to make the working class worse off
- despite the Kaiser's change of heart and his decision that he wished to introduce laws against socialism by 1894, it was not possible for the government to get these laws passed by the Reichstag. Despite further attempts in this time period, the Reichstag did not persecute the SPD
- SPD organisations also gained influence at grassroots level. They organised local societies to promote sports and social and political activities. They produced newspapers and organised festivals and rallies. By 1914 they were the biggest and most influential socialist party in Europe.

Factors suggesting that the SPD was not successful in gaining political influence might include:

- recognition that, despite the extent of SPD representation in the Reichstag the government in Germany was still controlled by the elite around the Kaiser. All the Chancellors in this time period were dependent on the support of the Emperor to stay in power, and while the Reichstag could veto legislation it was very difficult for the political parties to play an influential role in determining policies
- the SPD was unable to prevent the growth of the army during this time period and was also limited in its' opposition to the government by the nationalism displayed by many of the working class. The SPD suffered its' only significant setback in the Hottentot election, 1907, when its number of seats fell due to criticism of imperial policy. The influence of nationalism can also be seen in the support given by the socialist deputies on the outbreak of war in 1914
- despite the enthusiasm of some of the working class, many workers remained uninterested in socialist politics. The SPD itself stepped away from its' revolutionary aims and failed to really alter the nature of German politics.

Good answers are likely to/may show an awareness that whilst the SPD did gain some influence within German politics in this time period the impact was limited and that Germany remained a country where the elites still retained a great deal of influence over politics.



## Question 2

**03** Why did Alexander III wish to reassert tsarist authority in 1881? (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 III wished to reassert tsarist authority in 1881.

Students may refer to some of the following long-term factors:

- Alexander's father Alexander II had made a number of liberal reforms. Alexander III disagreed with these reforms for a number of reasons. He believed that the policies followed by his father had led to a decline in the authority of the regime and that this authority needed to be reasserted
- Alexander was influenced in his opinions by many of those around him, including members of the aristocracy, the army and his tutor, the reactionary Pobedonostev
- Alexander also felt that the liberal policies of his father were alien to Russia and that policies such as increased democracy (the new constitution) would ruin the relationship between the tsar and his people.

and some of the following short-term/immediate factors:

- Alexander's view that the liberalism of his father was not successful was supported by the assassination of Alexander II in 1881. This served to confirm Alexander's reactionary beliefs and encourage him to reassert the authority of the regime
- this belief was also encouraged by the increase in revolutionary groups and by issues such as the Polish revolts in the 1860s.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain how Alexander's already reactionary beliefs were reinforced by the assassination of his father, or they may prioritise the reasons for Alexander's desire to reassert tsarist authority.

## Question 2

- 04** How far did the domestic policies of Alexander III strengthen the tsarist regime in the years 1881 to 1894? (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 important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

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Factors suggesting that Alexander III did strengthen the tsarist regime in the years 1881 to 1894 might include:

- a number of the policies were put in place by Alexander and his ministers to reverse the more liberal policies of his father, to clamp down on opposition and to enforce unity with the policy of Russification.
- Alexander attempted to reassert the power of the nobility by reducing the ability of the Zemstva to represent the views of the people. He also created the role of Land Captains in order to increase the role of the nobility in local administration and the legal system. The Ministry of Internal Affairs took on a strong role in controlling the Zemstva's activities
- access to education was limited in order to prevent unrest. The poor really only had access to primary education and in the universities the studies and freedoms of students were restricted, while fees were increased to restrict access still further. The regime also took control of academic appointments and students were not allowed to gather in groups larger than five in order to prevent subversive activity
- the regime used censorship to prevent the spread of revolutionary ideas and promoted the role of the Orthodox church in order to maintain control over ideas
- repression was used to deal with any opposition and the Okhrana played a key role in dealing with any possible opposition with a fairly effective surveillance system. Many opponents spent time in exile and suffered severe punishments. The policy of Russification, an attempt to consolidate Russian identity, also led to the persecution of groups such as the Poles and the Jews by imposing the Russian language and government on the Poles and a more general persecution of the Jews
- not all of Alexander's policies were repressive. Emancipation was not reversed and the burden of redemption payments on the peasants was reduced along with the abolition of the Poll Tax. There were also reforms to improve urban living and working conditions.

Factors suggesting Alexander was not successful in strengthening the tsarist regime might include:

- the continuation and growth of revolutionary activity became increasingly violent. The People's Will was re-formed in 1886 and there was a failed attempt to assassinate Alexander a year later. There was continuing liberal opposition to the regime and also more radical Marxist ideas began to take hold
- student groups still continued to develop opposition to the regime and, after 1887, there was rioting and opposition from students. The restriction of access to education may also have led to economic problems due to the lack of an educated workforce
- despite reforms to help peasants and workers, not enough was done and there remained a great deal of poverty. This was an underlying cause of the problems faced during the reign of Alexander's successor
- Alexander's refusal to tolerate any representative government also stored up trouble for later as instead of liberal constitutional reforms the demands of opponents became more radical.

Good answers are likely to/may show knowledge of Alexander's policies and evaluate the extent to which these policies strengthened the position of the regime.

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**Question 3****05** Why did Russia sign an alliance with France in 1894? (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 Russia signed an alliance with France in 1894.

Students may refer to some of the following long-term factors:

- Germany's support of Austria-Hungary in the Balkans had led to the disintegration of the Dreikaiserbund and students may refer, briefly, to the impact of the Congress of Berlin and to the crisis in 1885. They may also refer to the impact of the Dual and Triple Alliances explaining how this led to an increased sense of Russian isolation. This may lead to a comment on the decision by the German government not to renew the Reinsurance Treaty in 1890
- there were financial reasons for the improved relationship with France. In 1879 the German government had imposed tariffs on Russian grain, Bismarck had also refused loans to help stimulate the Russian economy. This factor can be linked to the financial assistance given to Russia by France in the years immediately before the signing of the Alliance, as can the Russian desire to build up its military in these years

and some of the following short-term/immediate factors:

- economic and military aid from France continued into the early 1890s, with the provision of loans and advice, helping the Russian economy to grow
- the increased isolation of the two powers was highlighted by the renewal of the Triple Alliance in 1891
- Tsar Alexander also played a role in the improved relations, by standing up for the French revolutionary anthem during a visit by the French fleet to Kronstadt in 1891.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might link the isolation of Russia to the need for security which was provided by the alliance with France or link the withdrawal of German financial assistance to the need for aid from France.

### Question 3

- 06** How far were worsening relations between Russia and Germany in the years 1894 to 1914 due to the alliance system? (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 important' and '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 relationship between Russia and Germany in the years 1894 to 1914 worsened because of the alliance system might include:

- consideration of Germany's alliance with Austria-Hungary and how this factor helped to worsen relations. Students may refer generally to Germany's support for Austria-Hungary in the Balkans, they could also refer to specific issues such as the Balkan Crisis of 1908 and the support given by Germany to Austria-Hungary leading to the outbreak of war in 1914
- the alliance between Russia and France also caused a worsening of the relationship between Russia and Germany. Germany's long standing enmity with France made the alliance a specific threat. The Schlieffen Plan was adopted to deal with this threat. The creation of the Triple Entente over the years 1904 to 1907 led to worsening relations as Germany felt increasingly encircled. Students may support this by references to the military conversations between the entente powers and by explaining how the support shown by both Russia and Britain in the two Moroccan Crises helped to worsen relations
- students may refer to the outbreak of war and the support given by both Russia and Germany to their allies, despite the friendly relations between the two emperors.

Factors suggesting that worsening relations were not the result of the alliance system might include:

- the relationship between Russia and Germany was actually quite good in the years immediately after the signing of the Franco-Russian alliance. It was only when Russia's attention turned back to Europe after defeat in the Russo-Japanese war that European issue began to be of greater relevance. The ambitions of both Austria-Hungary and Russia in the Balkans were sufficient to cause a worsening of relations within the wider alliance system
- the Triple Entente was only a friendly agreement and there was no obligation for Britain to give military support to Russia or to France. It was mostly the belligerent actions of the Kaiser that caused the decline in relations rather than genuine German encirclement
- relations between the two emperors were good throughout this period and there was even an attempt to create an agreement between them at Bjorko in 1905.

Good answers are likely to/may show an awareness and understanding of what the alliance involved and to what extent it led to worsening relations between the two powers, students may identify and assess other factors that were also responsible.

### **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](http://www.aqa.org.uk/umsconversion)