

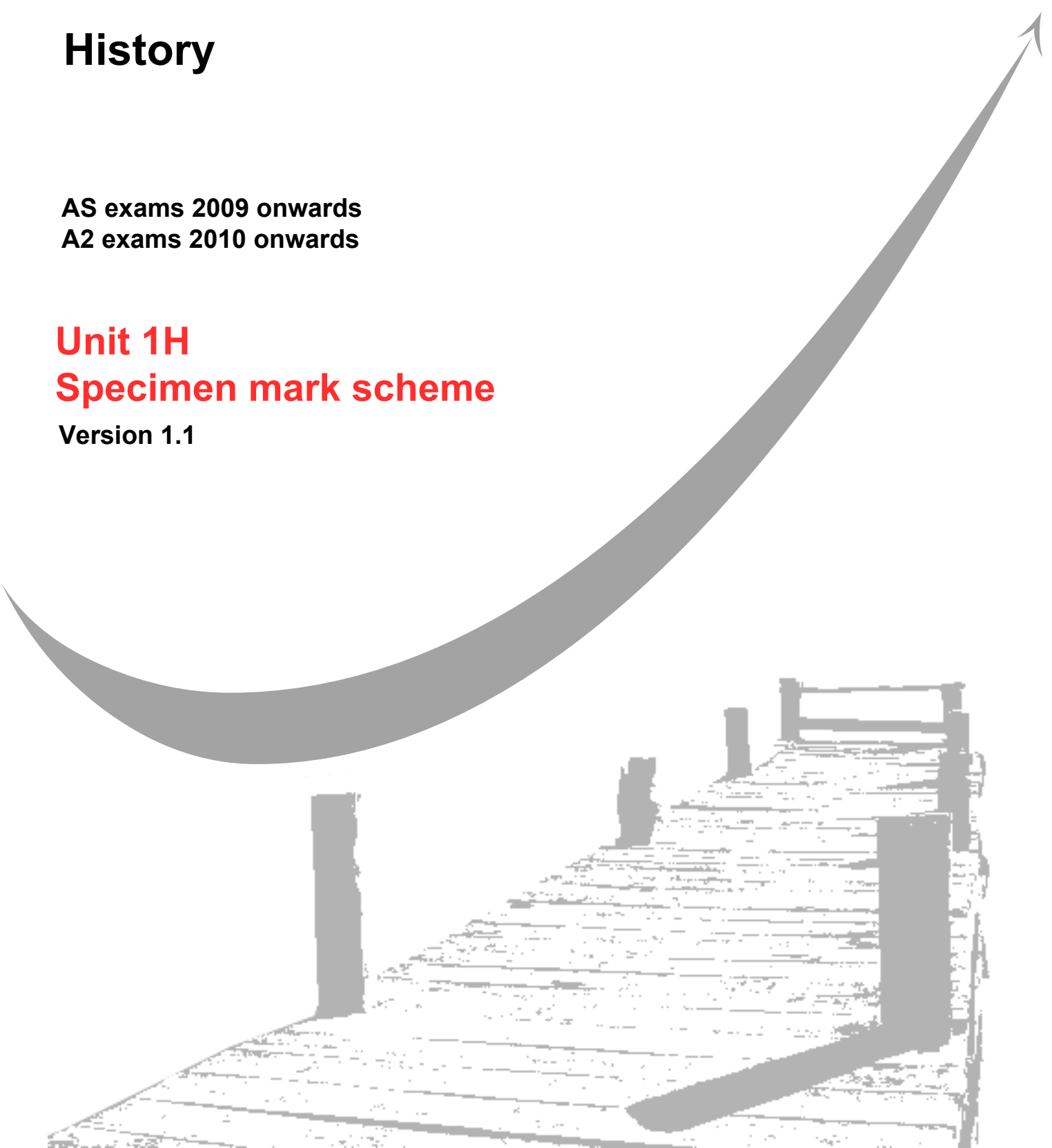
GCE
AS and A Level

History

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1H **Specimen mark scheme**

Version 1.1





General Certificate of Education

AS History

Unit 1: HIS1H

Tsarist Russia, 1855–1917

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: 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 candidates. 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 candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates 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. Candidates 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 candidates 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 candidate 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 candidates 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 candidates' 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*. Candidates should never be doubly penalised. If a candidate 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 candidate 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

Specimen Mark Scheme**GCE AS History Unit 1: Change and Consolidation****HIS1H: Tsarist Russia, 1855–1917****Generic Mark Scheme****Question 1(a), Question 2(a) and Question 3(a)**

- 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. **0-2**
- 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**

Question 1(b), Question 2(b) and Question 3(b)

- 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. **0-6**
- 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**

Question 1

(a) Explain why Alexander II emancipated the serfs. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

Alexander II emancipated the serfs for several reasons, including:

- His own relatively liberal upbringing made him agree with many Western observers that serfdom was morally wrong
- Many serfs were dissatisfied with their lot. There had been serf revolts in the past, and there was fear of further revolts unless serfdom was changed ‘from above’
- Previous rulers had considered change but had shied away from the implications. Defeat in the Crimean War highlighted the urgent need for change, e.g. serfdom was one of the reasons for the backward structure and performance of the Russian army
- A major factor in Russia’s agricultural backwardness was the structure of serfdom and the lack of incentive for development
- Any major economic advance, e.g. industrialisation, would require reserves of labour and a more flexible social structure than serfdom allowed

It is possible to argue that all these factors were equally important, or they can be compared with each other and prioritised, e.g. to what extent were the motives for emancipation a reaction to ‘problems’ or an inherent desire to be economically and socially progressive?

(b) How successful was Alexander II in overcoming opposition to his regime? (24 marks)

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

Indicative content

Alexander II was clearly unsuccessful in overcoming opposition to the extent that he was assassinated in 1881. But how significant was opposition during his reign?

‘Opposition’ can encompass different things. Most Russians were probably content, conservative or apathetic towards change, and accepted the existing social, economic and political structure which had existed for generations. Many Russians also had specific grievances, e.g. many ex-serfs were unhappy with the terms of emancipation, and there were

disturbances after 1861 – but most appear to have accepted their fate. Many nobles were also dissatisfied with emancipation – but few actually *opposed* the regime. Alexander II's other reforms in the law, army, education, censorship, local government and the military did not fundamentally change Russian society. It is possible to argue that they had little impact on stimulating overt opposition, although there was disappointment with some reforms. Opposition anyway was difficult because there was no parliament or mass media as an outlet for expressing discontent or organising something more serious.

Liberal intellectuals and students often wanted Western-style political reforms – but they were not necessarily revolutionaries. Slavophiles rejected any reform on Western lines, even though they wanted other reforms.

Active opponents were a small minority: for example, anarchists and Populists (who were remarkably unsuccessful in stimulating the peasantry to revolt).

Therefore even when Alexander's reforms largely dried up after the early 1860s, the regime was firmly in control, even though the state apparatus of repression was relatively relaxed and small by later standards. Although the extent of the threat of opposition can be debated, there is relatively little evidence to suggest that Alexander II had to work particularly hard to overcome or restrain what opposition there was.

Question 2

- (a) Explain why Russian governments promoted economic development in the years 1881 to 1904. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

Despite the abolition of serfdom, Russia remained agriculturally based, with most people dependent on the land. The government did little to promote agricultural development, and the system of land ownership actually discouraged innovation. The government allowed the mir to dictate what would be cultivated and to parcel out the land, frequently redistributing it. Therefore peasant farmers had little incentive to farm efficiently above a basic subsistence level or to innovate. Even if peasants got permission to leave the village, they had to pay taxes and could be recalled by the mir. Despite these obvious weaknesses in the agricultural economy, Governments did little to reform the system, regarding it as such a massive task and preferring to focus on industry, which was seen as the key to Great Power status and wealth.

The government did more to promote industrial development. Ministers of Finance Vyshnegradsky (1887–1892) and Witte (1892–1903) took a long-term view of the economy. In his 1899 memorandum Witte insisted that industry must develop with government support if Russia were to remain an independent, great power. Russian governments, although conservative by nature, realised that to keep Russia as a great power they must develop industry.

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- (b) How important was the work of Vyshnegradsky and Witte in the development of the Russian economy in the years 1881 to 1904? (24 marks)

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

Indicative content

Some industries, notably textiles and sugar, were already relatively developed under Alexander III. The railway system had already expanded considerably through private enterprise, and after 1878 the government played an important role. There was a gradual development of a banking system. A state bank had already been created. There were railway projects (notably the Trans-Siberian Railway). Tariffs were first increased in 1878 and then progressively increased during the 1880s until the 1891 tariff which put a prohibitive 30 per cent tariff on raw materials. This particularly helped the development of the iron industry in Southern Russia. Russian industry was protected against foreign competition, and foreign investment (especially French) rapidly developed in Russia. However, although many peasants came to work in developing industrial towns, they frequently returned to their villages at harvest time, and rural life went on much as before.

Under Vyshnegradsky (1886–1892), public expenditure was restrained – which may have been sensible given the strain on Government budgets in the famines of 1891 and 1892. Vyshnegradsky was criticised for new taxes and the high level of tariffs, and this was thought to have weakened the ability of the peasant economy to cope with difficult times. His successor, Witte, was more ambitious, as seen in his promotion of the Trans-Siberian Railway: railway expenditure was over 5 times greater under Witte than under Vishnegradsky. Railway-building had a significant economic impact: for example, the Trans-Siberian involved 25 factories producing railway materials. Between 1900 and 1914, over 30 per cent of Government spending went on state-owned railways and the vodka monopoly, and only 5 per cent on subsidizing private industry. Therefore investment from the expanding banking system was also vitally important, as was foreign investment. Witte recognised the importance of this, and it was one reason why Russia promoted the French alliance of 1894. Witte's work was also important in stabilising the currency. The rouble was put on the gold standard in 1897, which made foreign investors feel more secure. By 1900 nearly half of investment in Russian industry came from abroad.

There was impressive industrial growth of over 8% a year in the 1890s. The rail network doubled in size in the 1890s. The import of Western technology was important, especially in metallurgical industries, chemicals and electrical equipment.

However, growth rates declined 1900–1905, and Witte could do little. There was international recession. Russian interest rates rose and output in basic industries like coal, iron and oil fell. Government expenditure fell and the economy did not pick up again until 1908. There were bankruptcies and falling output, and Russia slipped down the world industrial league table. Therefore promotion of economic development was only partially successful, and textiles were still the mainstay of industry. Witte did not change the basic structure of the Russian economy, although it was stronger than when he took office.

Question 3

- (a) Explain why revolution broke out in Russia in 1905. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

It is possible to argue that 1905 was not a true revolution at all, but rather a series of events which had in common discontent with some aspect of the existing order. The events did feed off each other, but were in no sense co-ordinated, and were not all motivated by the same aims.

Long-term background factors included the following: Nicholas II had done nothing to suggest that he would carry out any significant political, social or economic reform. There were several factors promoting dissatisfaction: economic downturn and slump; growing dissatisfaction from a gradually developing and more aware middle class (and some nobility) which felt excluded from the political process; stirrings of revolt in the Empire against Russification. There were revolutionary groups such as SRs and Social Democrats – but although they became more active once the Revolution started, they did not play a significant part in provoking it.

The immediate background to the Revolution included the following: there had been an economic downturn and pressure on the land from a rapidly growing population. There was the Russo-Japanese War – this imperialist adventure ended in disaster for the Russians, and seemed to confirm the incompetence and poor judgement of the Tsar. Other incidents quickly followed: Bloody Sunday, which caused many to lose faith in the Tsar – although the marchers had not been calling for his overthrow, but rather for better working and living conditions. There was the Potemkin mutiny – although this was a protest against harsh discipline and poor living conditions as much as a political action. There were some army mutinies; some protests by national groups; some terrorist assassinations; some disturbances in the countryside. None was particularly co-ordinated, but the tensions developed because the government was trying to maintain autocracy at a time of economic and social change, and instead of trying to harness the new forces to its advantage it was reluctant to do so for fear of losing its monopoly on power.

- (b) How important were government concessions in enabling the tsarist regime to survive in the years 1905 to 1914? (24 marks)

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

Indicative content

The revolution obviously failed because the regime survived, and was still in power in 1914, when indeed there was a patriotic surge of support at the start of war. Nevertheless there were changes, including concessions made by the government unwillingly, under duress. The Tsar adopted Witte's advice and issued the October Manifesto, which promised civil rights and a Duma, so that the Tsar appeared to be sharing at least part of his power. The Tsar had no intention of honouring his promise (and certainly no intention of introducing "democracy" – which no European country had at this time). But the promise had the immediate effect of splitting moderate liberals (who wanted constitutional reform) from hard-line revolutionaries who wanted a new political, economic and social order. The revolutionary view was best

represented by the St. Petersburg Soviet, which was quickly isolated and then crushed, having no widespread support.

The regime also survived for other reasons. Force was used to crush disturbances. The bulk of the population remained loyal, because they were apathetic, had a stake in the existing order and feared radicalism, or because they traditionally supported the Tsar. Other concessions were made: preliminary censorship was abolished and trade unions legalised. These measures allowed opposition newspapers to be published (although they were periodically suppressed) and radical agitators had the opportunity to influence union members.

However, concessions probably played only a part in suppressing revolution before the end of 2006. There were two other main factors:

- The Tsar's Fundamental Laws showed his true colours. The main provisions of the October Manifesto were abolished – the Tsar effectively asserted his right to autocratic powers and a veto on legislative proposals. Witte was dismissed for prompting the Tsar into concessions. The regime began to ruthlessly hunt down revolutionaries and troublemakers, who were hanged, imprisoned or exiled
- The Government manipulated the new Dumas. The first Duma, elected in 2006, was set up so that a small number of landowners elected almost two thirds of deputies. The Upper House (not mentioned in the October Manifesto) consisted of half the deputies nominated by the Tsar, the other half by institutions such as the church. Even the First Duma proved too radical for the Tsar, and it was to be dismissed in 2007 by Stolypin, who was largely responsible for repression and the measures taken after 2006 to help the peasantry. The second Duma was dismissed after 5 months because it was too radical. Before the Third Duma met in 1907, the Government manipulated the electoral system to give more weight to the upper and middle classes. The result was a more co-operative Duma. However, after Stolypin's assassination and the breakdown of a parliamentary alliance, the autocracy became dangerously isolated. It still relied on traditional loyalties and the support of the police and the army, but its isolation was to become crucial in 1917

Therefore it was a combination of both concessions and repression which enabled the regime to survive beyond 1905, along with other contextual factors such as the absence of any coordinated opposition which might have taken advantage of the Tsar's weaknesses.