

GCE
AS and A Level

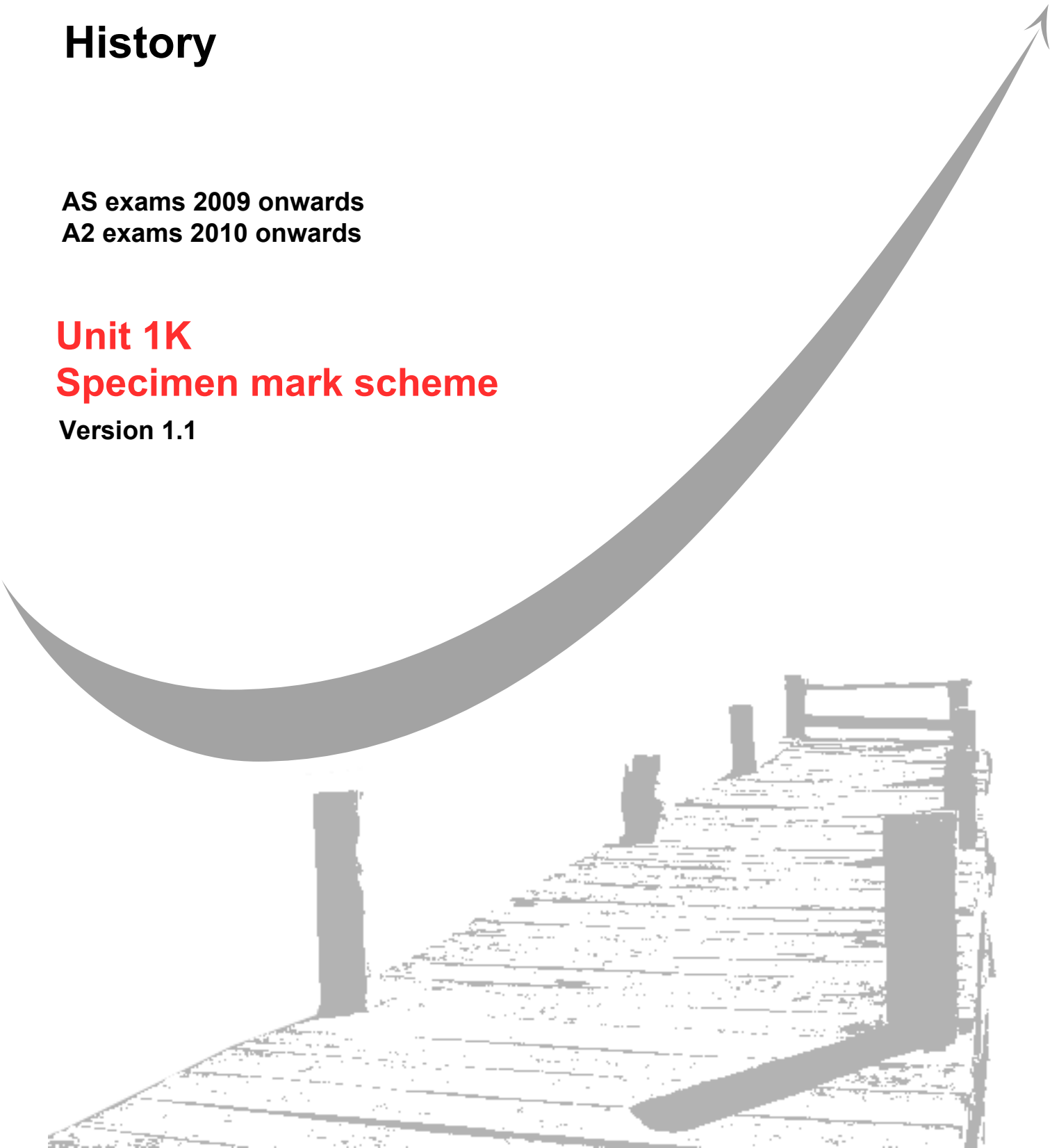
History

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1K

Specimen mark scheme

Version 1.1





General Certificate of Education

AS History

Unit 1: HIS1K

Russia and Germany, 1871–1914

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****HIS1K: Russia and Germany, 1871–1914****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 Bismarck carried out the *Kulturkampf* in the 1870s. (12 marks)

Target: AO1(a), AO1(b)

Indicative content

The *Kulturkampf* was designed to weaken the Catholic Church whose allegiance to the Pope concerned Bismarck. The doctrine of papal infallibility (1870) and the Catholic Church's international context worried Bismarck, who was struggling to preserve a newly-united Germany, while the Centre Party acted as a focus for opposition to Bismarck from minority groups and races, such as those in the newly conquered territories of Alsace-Lorraine. He also resented the Church's control over education and saw the papacy as interfering in German domestic matters. The *Kulturkampf* was part of Bismarck's wider desire for domination. Although his enthusiasm had already waned as it was not until Pius IX died in 1878 that it proved possible to effect a compromise.

(b) How successful was Bismarck in maintaining his political control in Germany in the years 1878 to 1890? (24 marks)

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

Indicative content

Candidates should be able to make a judgement by balancing points which suggest he was successful against others which do not.

Points which suggest he was successful might include:

- In 1878/1879 Bismarck was able to maintain control by switching alliances. By adopting a conservative alliance he was able to counter the growing threat of Socialism and respond to conservative pressure for the reintroduction of tariffs
- He was reasonably successful in maintaining political control in 1880s through the anti-Socialist law and measures for state Socialism, which meant that the Socialists were never able to undermine his position
- Bismarck had the support of the Kaiser, at least to 1888 and a combination of shared purpose, values and understanding, plus occasional threats of resignation were sufficient to ensure Bismarck's political position

Points which suggest he was not successful might include:

- The Social Democrats were not suppressed by the Anti-Socialist Law and were able to form a vociferous opposition group in the Reichstag. By 1890 they were taking 25% of the popular vote in industrial areas
- In abandoning the National Liberals in 1878, Bismarck turned them into opponents. They increasingly joined the Catholic Centre Party – also classed as ‘reichsfeinde’ – to oppose measures
- Bismarck struggled to get the Reichstag to pass his budgets
- Bismarck lost political control as the advent of a new young Kaiser brought his dismissal

Question 2

- (a) Why did Alexander III encourage economic development in Russia? (12 marks)

Target: AO1(a), AO1(b)

Indicative content

Alexander III was aware that only economic modernisation would enable Russia to support the growing population and maintain its status as a great power. The contrast between Russia, with its poor transport, backward farming methods and limited industrial growth (despite Alexander II's reforms), and countries such as Britain, Germany and France, where rapid economic growth had taken place, was obvious. Russia had been the world's greatest producer of pig iron in 1800; by 1881 Britain produced well over 10 times the quantity. Westernisers in Russia saw railway development as essential to the development of trade – hence, in 1891 work began on the Trans-Siberian Railway.

Russia relied on the export of grain (40% of total value), but crop yields were low because plots were continually subdivided in response to the growing rural population and the emancipation system which tied peasants to the mir and obstructed the introduction of new farming methods. Furthermore, the country's economy was highly dependent on the weather and in 1891 famine hit 17 of Russia's 39 provinces, and was followed by an outbreak of cholera and typhus. The Minister of Finance, Vyshnegradskiy, was impelled to take action as peasants blamed the Tsarist government for their plight.

Alexander III needed economic growth to support his military spending (50% of government expenditure) and protect the Empire. Since the internal market (80% peasants) was too weak to bring economic development, state intervention was essential. Vyshnegradskiy and later Witte (from 1893), worked to create a centralised planned economy

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- (b) How successful were the Tsarist governments in promoting economic change and modernisation in the years 1894 to 1914? (24 marks)

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

Indicative content

Candidates should be able to make a judgement by balancing points which suggest they were successful against others which do not.

Points which suggest they were successful might include:

- Count Witte (Finance Minister 1893–1903) placed a major emphasis on the expansion of the railway network which had increased in mileage by 46% by 1900 – and maintained a strong rate of growth continued after 1906
- Witte attracted foreign investment (particularly from France)
- High tariffs kept out foreign manufactured goods and there was a boom in the staple industries. 40% of all industrial enterprises existing in 1900 were established in the decade 1890-1900. The industrial growth rate (particularly coal, iron, steel and oil) was over 8% per annum in 1890s – the highest for any decade in Russia in the 19th century. Production of pig iron quadrupled 1894–1914
- Compulsory export of wheat ensured a favourable balance of payments so that Witte could put Russia on the gold standard 1896
- Education was expanded, and technical schools and universities were promoted and literacy improved
- Stolypin (Prime minister in 1906–1911) made an effort to improve agriculture through the Agrarian Reform Act (1906) and subsidiary legislation to 1911 which released the peasants from the mir, ended redemption payments and promoted individually-owned and consolidated peasant farms. Such reforms looked set to create a wealthier and more efficient peasantry to support industrial expansion.

Points which suggest they were not successful might include:

- Russia became heavily indebted to other countries. Much industry rested on foreign loans and management
- There was little attention paid to the more advanced forms of industry, such as electricals, which had to be imported
- Witte was accused of concentrating on showpieces, such as the Trans-Siberian Railway (completed 1902) which came at the expense of essentials
- Investment in education was much less than that in the railways
- The policies caused hardship, e.g. in 1896 (year of return to gold standard) there were widespread strikes. The social consequences were enormous
- Witte's efforts failed to evolve after he left office and 1900–1906 was a period of depression
- The attempted reform of agriculture came too late. Before 1906, indirect taxation remained high and hit the peasants hard leading to declining consumption levels. Crops were exported to pay for imports even when there was famine at home as in 1899.
- Stolypin's assassination (1911) and the advent of war prevented his agrarian reforms taking full effect. 140 million acres was still owned by the nobility in 1914 and although there had been some effort to introduce new techniques, farming practices remained backward and crop yields remained about half those of elsewhere in Europe

Question 3

- (a) Why did Russia enter into an alliance with France in 1894? (12 marks)

Target: AO1(a), AO1(b)

Indicative content

The great powers of Europe were fearful of each other's ambitions and sought protection in alliances. In 1872 Russia had joined the Three Emperors' League with Germany and Austria-Hungary. This had been formalised into a treaty in 1881 but by 1887 there was considerable opposition to its renewal in Russia because it restricted Russia's freedom of action in the Balkans. It also appeared to conflict with Bismarck's Dual Alliance with Austria-Hungary. Consequently Russia and Germany instead signed the Reinsurance Treaty of 1887, but this was not renewed in 1890. By 1890, Russia was without allies. Russo-French friendship began in the late 1880s with French investment in Russia. France also felt isolated with the growth of the Triple Alliance to include Italy (made public in 1888, largely as a warning to France and Russia). Russia looked to protect herself against this and agreements in 1891 led to a military convention in 1892. There followed a series of agreements and negotiations between 1891 and 1894 and an exchange of notes December 1893/January 1894, which confirmed the convention.

- (b) How important was the alliance system in explaining why Germany declared war on Russia in 1914? (24 marks)

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

Indicative content

Candidates should be able to make a judgement by balancing points which suggest the alliance system was important against others which do not.

Points which suggest the alliance system was important might include:

- The alliance system (Triple Alliance Germany Austria-Hungary and Italy and Triple Entente Britain, Russia and France) created the two sides which clashed in 1914
- The powers that went to war had no direct quarrel with each other in 1914 – they were propelled into it by their commitments to one another
- The formation of the Triple Entente (and particularly Britain's commitment to France) made Germany all the more determined to pursue an aggressive foreign policy. This brought Germany into direct confrontation with Russia over the Balkans, because of its interests in Turkey and the Middle East and because of the concerns of its ally Austria-Hungary
- Once the alliances had been formed, it became necessary to take action in support of partners for fear of being left in isolation. Since Russia was such a large country, it was essential that mobilisation was undertaken quickly if war was threatened by the opposing alliance

Points which suggest the alliance system was not important might include:

- Alliances had existed for 20 years without causing a war
- Neither alliance system was very strong. Within the Triple Alliance the attitude of Italy was ambiguous (and Italy did not go to war in 1914): the Triple Entente was a loose arrangement with no military commitment between France and Britain (and Britain actually went to war over violation of Belgian neutrality) and conflict within it, e.g. Britain had colonial disputes with Russia in Persia
- Even despite the alliances there was no guarantee Germany would back Austria unconditionally in the Balkans
- War was the product of a variety of causes including the arms race, weltpolitik and German ambitions (the Fischer thesis), Austria-Hungary's anxieties to remain a Great Power and Russia's determination to prevent the extension of Austrian influence in the Balkans.
- Many other sources of tension were necessary to bring the two sides to war – particularly colonial rivalry, trade rivalry and naval rivalry, events in the Balkans and the assassination at Sarajevo
- The outbreak of war could be seen as the result of a series of miscalculations. Russia's mobilisation was undertaken without sufficient awareness of its effect on German policy, while the Germans anticipated a short war without British involvement