
AS-LEVEL HISTORY

Unit HIS1H: Tsarist Russia, 1855–1917

Mark scheme

1041

June 2015

Version V1: Final Mark Scheme

Mark schemes are prepared by the Lead Assessment Writer 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 associates 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 associate understands and applies it in the same correct way. As preparation for standardisation each associate 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, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

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 from aqa.org.uk

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 2015

GCE AS History Unit 1: Change and Consolidation

HIS1H: Tsarist Russia, 1855–1917

Question 1

01 Explain why Alexander II carried out military reforms 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 carried out military reforms (which included changes to conscription and length of service, the abandonment of military colonies and improvements in care and punishment, the development of weaponry, organisation and training) in the 1870s. Whilst some students might provide separate reasons for individual reforms, a well-linked answer will identify some overall factors behind these changes.

Students might include some of the following factors:

- the emancipation of the serfs (1861) made it impossible to retain the existing system of serf-conscription
- failures in the Crimean war had shown the dangers of relying on serf conscripts and the problems of Russian organisation and weaponry
- Alexander II was personally keen to carry out more 'liberal' reform and to strengthen Russia and restore its status (and his own) in the eyes of other nations
- Dmitrii Milyutin was the Minister of War and a military scholar who knew the advantages of a small and better-trained army
- there was a need to reduce the costs of maintaining a large army.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might emphasise the failures of the Crimean war which revealed a number of areas in need of reform or they could put Alexander's own attitudes at the heart of the changes and show how strengthening the army and reducing its costs would help to preserve the autocracy.

Question 1

- 02** How far did Alexander II's domestic reforms improve conditions for the Russian peasants? **[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 looking at the ways in which Alexander II's domestic reforms improved conditions for the Russian peasants and balancing these points against the ways in which conditions remained the same or even deteriorated.

Factors suggesting that Alexander II's reforms improved conditions for the Russian peasants include:

- peasants were emancipated in 1861; this meant they were technically free and gained some land of their own. The emergent kulaks did particularly well
- peasants were no longer the only class liable for conscription and even if conscripted, enjoyed better terms of service and care
- the establishment of the Zemstva brought improvements in local public services – including health provision, education and organised poor relief – to the benefit of the peasants
- the overhaul of the judicial system provided a greater chance of fair justice, e.g. Volost courts with elected peasant judges replaced the landowners' courts with their assumption of guilt
- literacy increased as education was extended in the hands of the zemstva, and army mass-education campaigns resulted from the military reforms
- economic reforms offered new opportunities and work for the growing peasant population.

Factors suggesting that Alexander II's reforms did not improve conditions for Russian peasants:

- the Emancipation Edict was limited in practice, not least because of the redemption payments and continued importance (domination) of the mir. The speed of implementation, lack of land, loss of common land and disappearance of lordly protection, all had negative repercussions
- Alexander's reforms placed responsibility for welfare on local officials, with variable degrees of commitment and a limited budget. There was, for example, no provision for famine-relief, now peasants could no longer look to the protection of their 'owners'
- educational opportunities were slight, since the provision of education was variable and extremely limited in scope, offering a chance to learn to read and understand basic arithmetic at best
- the peasantry were still treated differently from those of higher status with the establishment of the separate Volost courts
- the economic changes encouraged by Alexander II (combined with population growth) forced many peasants to 'sell-up' and move to cities to find work, where conditions were harsh.

High level answers will stress the link between the impact of the reforms and the conditions of the peasants and not be distracted into abstract consideration of the peasants' position. Many will look in detail at the outcome of the Emancipation edict and evaluate the extent to which this improved peasant life. This should be rewarded a mark to the top of Level 3. However, students would be expected to look at least some other reform in addition for Level 4 or above. Overall it is likely that students will conclude that Alexander's reforms, whilst seeming to offer a good deal, were actually very limited in practice. Conditions improved, but not remarkably, not for all, and unevenly.

Question 2

03 Explain why Russia's major cities grew rapidly from the 1890s. **[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's major cities grew rapidly from the 1890s. A concentration on St Petersburg and Moscow is quite acceptable, as are answers which provide relevant material with no links to particular cities.

Students might include some of the following factors:

- economic development under Vyshnegradsky and Witte boosted industrialisation, which was based in and around cities
- growing population meant a demand for jobs and consequently accommodation, boosting city growth. Backward rural conditions and the plight of the landless labourers provided plenty of peasants ready to take the step away from rural to urban life
- cities expanded as large factory units were established (a deliberate policy of Witte to concentrate industry), drawing in peasants from the surrounding countryside

- cities grew as a result of railway development (Moscow was a hub) and other commercial exploitation (e.g. ports on Caspian and Black Seas) The trans-Siberian railway was a boost to Vladivostok in the East and other major cities en route, e.g. Tomsk
- cities such as Baku (oil) grew because of the increased mining/exploitation of natural resources
- city expansion became self-perpetuating, particularly from 1890s as it became impractical for workers to maintain temporary work in towns with a family holding in the countryside.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might emphasise the importance of state policies in boosting large-scale industrial growth and developing factories and railways which, in combination, helped expand cities. Alternatively they might prioritise the importance of the expanding population and backward rural conditions, which meant that there were plenty ready to respond to the state-backed developments.

Question 2

- 04** How far was the growth of political opposition in the years 1881 to 1904 due to the social changes taking place within Russia? **[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 will need to make a judgement by considering how far the social changes taking place within Russia in the years 1881 to 1904 stimulated the growth of internal political opposition and balancing these points against other factors which produced this opposition.

Factors suggesting that the social changes were important in the growth of opposition might include:

- the emergence of an educated, ambitious middle class with time and money to advance itself created opposition in the zemstva
- opposition leaders frequently came from the 'professional classes', e.g. Chernov, Lenin
- increased educational opportunities produced more students who frequently formed the core of opposition movements, e.g. the reformed People's Will of 1886 and the new populists of the 1890s
- the expansion of the urban working class herded together in poor conditions created a group that was easily won to political opposition. Some sense of expectation in the face of minor welfare reforms fostered activism
- social change in the countryside created both kulaks and dispossessed labourers. The more prosperous might be drawn to opposition to advance themselves further, whilst those with nothing to lose were also attracted to less conventional forms of political protest, e.g. in the arsons of the 'Years of the Red Cockerel' 1903–1904.

Factors suggesting that other factors were important in the growth of opposition might include:

- the entrenched attitude of the Tsars and their governments which refused to concede more than minimal reform and stood out against any form of national representation. Their obstruction of the zemstva provoked liberal opposition
- the inadequacies of tsarist governments in the face of national disasters, such as the Great Famine – or, in 1904, the Russo-Japanese war
- political repression (and fear of the secret police) bred discontent and dissent, encouraging clandestine opposition and impelling activists to work 'below ground' to win converts
- individuals such as Chernov, who helped found the Social Revolutionary party, and Lenin, Trotsky, Martov of the Social Democrats, provided a lead
- ideologies such as populism, (socialism) and Marxism and writers (e.g. Plekhanov) were able to influence workers' organisations and inflame hopes of better life-styles.

Good answers are likely to conclude that social change was vital to the growth of internal opposition but that opposition would never have escalated had Tsarist governments proved more flexible. The importance of opposition leaders and ideologies may be stressed, but able students are likely to see that these too were a by-product of social change.

Question 3

05 Explain why, in 1905, the Tsar agreed to summon a State Duma. **[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, in 1905, Nicholas II agreed to summon a State Duma. This will, of necessity, involve some comment on the revolution of 1905, but the focus of the answer should be on this concession, not the reasons for the revolution itself.

Students might include some of the following factors as to why Nicholas conceded a State Duma:

- the advice of his own Ministers, particularly Witte (recently returned to a position of power to negotiate an end to war). These persuaded him that his own position was in danger and concession necessary
- popular pressure, in the form of widespread strikes (culminating in a General Strike in October), riots, petitions, mutinies and the establishment of soviets following the Bloody Sunday incident and the deprivations and humiliation caused by the Russo-Japanese war

- the inability of the tsarist government to repress and control popular activity, since it had too few loyal troops in key cities (because of the war and mutinies). A major concession was needed to restore stability
- Liberal Opposition movements (and in particular the zemstva) had demanded a State Duma; Nicholas granted their wish in order to split the moderates from the radicals, who wanted to overthrow the tsar
- it is possible the concession was a 'trap' to end the rioting. Nicholas may have made a promise he did not intend to keep (a view supported by the issue of the Fundamental Laws before the first Duma could meet).

To reach higher levels, students will need to show the inter-relationship of the reasons given, and they are likely to identify the unrest in the country, and the Tsar's inability to control this, as the main reasons for his concession. However, the type of concession was moulded by the demands of the liberal (moderate) opposition and the best students are likely to comment on Nicholas's need to split the opposition in order to end the unrest that was troubling Russia and threatening his own position.

Question 3

- 06** How important was discontent among the working people of Petrograd in bringing about the revolution of February/March 1917? **[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 effect of workers' discontent in Petrograd against other factors which brought about the revolution of February/March 1917.

Evidence suggesting that the revolution was due to discontent among the working people of Petrograd might include:

- the dire economic conditions in the city as the result of war which had created a mass of desperate workers who were prepared to take action
- inefficiency of food distribution as railways were harnessed to providing for the military rather than civilians; workers were driven to extreme behaviour by hunger
- the anticipation of bread rationing, which produced the bread queues of women of the working classes from which the first riots emanated
- Petrograd had swelled as more had sought work in armaments' factories, such as the Putilov works. This exacerbated existing workers' problems
- the increasing Petrograd population and wartime dislocation accentuated the housing issues, the insanitary conditions and the inadequate diets. Workers lived in close proximity in certain parts of the city and were easily persuaded to involve themselves in the rioting
- there was widespread unemployment as non-military factories were deprived of materials and forced to close, whilst erratic supplies caused lay-offs, even in essential war-time works
- workers' strikes and the Women's Day March (involving working class women and joined by those in bread queues) in Petrograd were the precursors to the Tsar's abdication.

Evidence suggesting that the revolution was due to other factors might include:

- the opposition to the Tsarist regime was focused in the Zemstva, Duma and ultimately the military generals who lost faith in the Tsar and his government. The humiliation of defeats, disputes over the organisation of the war effort, e.g. mobilisation, supplies, price controls and the influence of Rasputin who, although murdered in 1916, might be used to illustrate corruption and incompetence, helped produce a range of opposition
- the reassembled Duma of 1917 lost patience with Nicholas. The formation of the Provisional Committee of the Duma was pivotal in providing for a revolutionary exchange of power
- military problems and heavy casualties had led to desertions – with the blame laid at the door of Nicholas as Commander in Chief from 1915 – and so sapped the capability and morale of the army when it came to resisting revolutionary demands
- the mutiny of soldiers and Kronstadt sailors in Petrograd prevented the repression of workers' unrest
- Nicholas reacted too slowly and hesitantly to quell the riots; he failed to respond to Rodzianko's pleas to do something about the mounting chaos in Petrograd at the beginning of 1917 and his order to use troops against the Petrograd strikers provoked the mutinies which forced his abdication
- radical agitators kept up the pressure. Although Bolshevik activists initially tried to halt the riots, once they were underway they encouraged them and set up the Petrograd Soviet which helped bring Tsardom to an end.

Good answers are likely to credit the workers' discontent with the responsibility for the outbreak and timing of the revolution, although they will also emphasise that these alone could never have caused the collapse of the Tsarist government. It was the military mutiny that turned the workers' riots into a revolution and it was the Army High Command that actually persuaded Nicholas to step down.

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