
AS-LEVEL HISTORY

Unit HIS1K: Russia and Germany, 1871–1914
Mark scheme

1041
June 2015

Version 1: Final

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

HIS1K: Russia and Germany, 1871–1914

Question 1

01 Explain why Bismarck developed State Socialism in Germany. **[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 Bismarck developed State Socialism in Germany

Students might include some of the following factors:

- industrialisation and urbanisation had created a working class which was unable to provide for its own medical care and whose lives could be devastated by accident and injury
- only the better-off could afford pension schemes. This left many dependent on charity

- working-class support for the SPD (est. in 1875 with a revolutionary programme, including nationalised industries and progressive income tax as well as welfare benefits) was strong and Bismarck wanted to deprive the party of one of its attractions
- the anti-Socialist laws from 1878 failed to curb the SPD; Bismarck wanted to avoid a reliance on repression and so sought to take action to undermine the party
- the SPD had gained 24 Reichstag seats in 1884. Bismarck feared this political party would destroy the Germany he had sought to create and thus decided on taking urgent action, introducing State Socialism
- Bismarck believed State Socialism would win over workers by reducing legitimate grievances, so strengthening the nation politically and economically.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they are likely to see the link between Bismarck's economic concerns and desire to strengthen Germany by creating a healthy workforce with his political concerns, to reduce the risk of rebellion and sap the strength of the SPD.

Question 1

- 02** How far were Wilhelm II's political problems, before 1914, due to the growth of Socialism? **[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 growth of Socialism against other factors responsible for Wilhelm II's political problems.

Factors suggesting that Wilhelm II's political problems in the pre-war years were due to the growth of Socialism might include:

- the Kaiser's quarrel with Bismarck over the renewal of the anti-Socialist bill may be considered one of the reasons for Bismarck's resignation and caused political problems insofar as no other Chancellor proved able to provide the direction and control of Bismarck
- continued socialist growth caused the Kaiser's quarrel with Caprivi (his most capable Chancellor) over a new anti-Socialist bill while attempts by Hohenlohe to pass anti-socialist measures helped bring about the Kaiser's problematic attempt at personal rule
- the Kaiser (and Hohenlohe), tried to create an alliance of steel and rye to combat Socialism but the policy simply increased the radicalisation of politics and made it difficult to get anything done
- the Socialists' revolutionary slogans (e.g. Erfurt programme, 1891) made it harder for other parties, e.g. liberals to work with them so dividing the Reichstag and making government difficult
- the opposition of Socialists thwarted Wilhelm's attempts to increase taxes to fund military spending and Socialist electoral success 1912 (largest Reichstag party) brought fierce opposition to the army bill of 1913
- after Socialist success in 1912, Bethmann Hollweg had to rely on decrees rather than legislation. This meant that the constitution was no longer functioning in 1914.

Factors suggesting that Wilhelm II's political problems in the pre-war years were due to factors other than the growth of Socialism might include:

- the Kaiser's own outlook and inability to compromise led to the dismissal of Chancellors and changes of policy, making for political instability. The Daily Telegraph Affair, 1908, and Zabern Affair, 1913, were the product of the Kaiser's own meddling
- Wilhelm's obsession with the army and determination to increase military spending promoting, for example, Weltpolitik and the naval race, was the root cause of his political troubles
- ineffectual Chancellors and scandals, e.g. Bulow scandal added to political problems
- growth of right-wing pressure groups, e.g. Pan-German league and Navy league helped polarise politics and made government increasingly isolated from the mass of the population
- the influence of the army
- hostility of other groups, e.g. Poles opposed discrimination; Jews resisting anti-Semitism and a working class critical of lack of reform (but not always socialist in outlook) and police activities.

Good answers are likely to show an awareness that by 1914, Germany not only had the largest Socialist party in the world, but also the largest army. It could be argued that it was the polarisation of politics, rather than simply the growth of Socialism that produced the political instability. Support for the SPD was counterbalanced by support for nationalist and anti-Semitic groups and whilst it suited the Kaiser's government to portray the Socialists as revolutionary, in practice the SPD (under Bebel) became increasingly moderate in this era – more concerned with welfare than the overthrow of society and working through the Reichstag rather than against it. Furthermore the Kaiser's association with the military could be held responsible for alienating the government from the ordinary people and thus the Kaiser caused his own political troubles.

Question 2

03 Explain why Alexander III adopted a policy of repression. **[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 adopted a policy of repression.

Students may refer to some of the following factors:

- Alexander II's assassination at the hands of student terrorists of the People's Will made his son determined to prevent any recurrence of such activity
- Alexander III's belief that his Father's reforming instincts (e.g. spread of education, creation of 'liberal zemstva', loosening of censorship) were responsible for his assassination caused him to adopt repressive policies – e.g. curbing universities, setting up Land Captains and strict censorship)
- the size of the Empire, its social backwardness and the inadequacy of Tsarist bureaucracy made Alexander III's inheritance difficult to govern. The Tsar was unenlightened and saw traditional methods of repression as the only way to maintain order and preserve his own autocracy

- the inclusion of ethnic minorities and Jews within the Empire caused Alexander III - partly from Orthodox prejudice and partly fear these groups would join political activism to adopt policies of repressive Russification and anti-Semitism
- political opposition grew during Alexander III's reign as the spread of industrialisation created an urban proletariat anxious to improve their lot
- Alexander III feared the spread of Socialist/Marxist ideas. (Socialism had been seen in the populist movement of 1870s) Only by using secret police and repression did the Tsarist government believe it could prevent the activities of the continuing secret underground socialist reading circles e.g. Plekhanov's Emancipation of Labour organisation operated from Switzerland to spread Marxist teaching and smuggle Marxist literature into Russia from 1883.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they are likely to emphasise the importance of the character of Alexander III whose limited outlook was incompatible with the change Russia was experiencing as it made rapid moves towards industrialisation. They may also emphasise the link between repression and the growth of opposition – the more Alexander III turned to repression, the more the opposition grew and consequently, the more he felt impelled to repress.

Question 2

- 04** How far was Tsarist repression responsible for the popular disturbances of 1905 in 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 should be able to make a judgement by addressing the extent to which Tsarist repression was responsible for the popular disturbances of 1905 in Russia and offering some balance of other factors that created those disturbances.

Factors suggesting that Tsarist repression was responsible for the popular disturbances of 1905 might include:

- the repression of Alexander III (coming after some hopes for reform had been raised by Alexander II) had created a groundswell of popular (and ethnic) discontent in Russia that was waiting to erupt
- Russification and anti-Semitism produced both leaders and followers among Nationalist groups and Jews
- political repression gave fuel to the agitators who helped harness popular discontent through illegal and semi-licensed trade unions, underground socialist organisations and, in the course of 1905, the St Petersburg Soviet
- the repressive actions of the tsarist authorities on Bloody Sunday spread the agitation amongst the ordinary people of St Petersburg – from whence it radiated outwards – e.g. to Moscow
- the repressive behaviour of the tsarist authorities towards the workers produced the strike activity and the soviets which took control of factories and workshops in the major cities and some rural areas
- the disturbances of 1905 were accompanied by political demands -primarily for a representative assembly in reaction to Tsarist repression
- the attempts by the Tsarist authorities to curb riots using force and repression merely increased the disorder.

Factors suggesting that other factors were responsible for the popular disturbances of 1905 might include:

- the Russo-Japanese war which had brought feelings of shame and humiliation and, still more importantly for the ordinary people, had disrupted food supplies, causing economic distress in the capital in creating conditions that favoured change
- the uncontrolled industrialisation of Russia and social grievances which had produced the 'spark' – Father Gapon's march to the Winter Palace
- the behaviour of the armed forces, e.g. mutinies among the Kronstadt sailors which encouraged popular action
- the effect of radical (SR/SD) agitation before 1905 which had created a core of politically aware and active workers who were ready to lead strikes and demand change; it was the radicals who turned the strike at the Putilov works in St Petersburg into a general strike which paralysed the capital, who set up the St Petersburg Soviet to co-ordinate strike activities and who sparked the formation of militant unions, e.g. the All-Russian Union of Railway Workers and the All-Russian Union of Peasants
- political assassinations, e.g. the Tsar's uncle Grand Duke Sergei by SRs, also caused popular agitation.

Good answers are likely to conclude that whilst the disturbances of 1905 were a reaction to repression they were more importantly driven by profound economic grievances and complaints about the quality of life experienced in the industrial cities and particularly St Petersburg, and exacerbated by the war with Japan. Some might suggest that it was the radical agitators that were responsible fanning the flames of discontent, at a time when the ordinary people were vulnerable. The collapse of the popular disturbances by the end of the year might be used to support this argument -showing that repression was still a potent force over the 'ordinary people'.

Question 3

05 Explain why there was an arms race in Europe before 1914. **[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 there was an arms race in Europe in the years c1900 to 1914.

Students may refer to some of the following factors:

- there was an increase in military influence on policy-making (particularly in Germany and Russia) – with almost autonomous armies exerting a good deal of influence on policy-making
- the development of the European alliance system and its crystallisation through colonial conflict had created a competition between the two groupings and each was anxious to show its power
- the expansion of industry had increased the capacity of nations to produce arms creating the perception that a massive build-up of arms would be the only way to win a future war
- growth in conscription, military planning (e.g. Schlieffen Plan) and expansion of navies (particularly those of Britain and Germany) created demand for weaponry in support

- there was a huge vested interest in the arms industry which absorbed a good deal of investment.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain that there was an arms race because in an era of intense rivalry between the Great Powers, there was no formal body in place to permit discussion of issues and so prevent an arms build-up. The reasons for the arms race all share one common underlying theme of self-interest among nations – and once underway, it was self-perpetuating, with national pride preventing any climb-down.

Question 3

- 06** How important was the arms race in bringing about war in the summer of 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 link between the arms race and the First World War and offering some balance of other factors that helped bring that war about. In 'how important' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that the arms race was important in bringing about war in the summer of 1914 might include:

- the arms race increased the rivalry between the two alliance groups and cemented co-operation within them. Secret talks were held within each group (e.g. Britain and France co-operated over their navies, Germany and Austria over their armies.)
- accumulation of weapons increased the confidence of the military and made it easier to demand war and to put war plans into effect
- the arms race may have accounted for the timing of war, since the German generals were anxious to go to war before Russia could catch-up (owing to its slower pace of industrialisation; the 'Great Programme' (1913) might have expanded Russia's capacity beyond Germany's)
- the naval race between Britain and Germany might be seen as an aspect of the arms race (although this is certainly not essential). If included, it might be used to account for Britain's readiness to go to war against Germany in the summer of 1914.

Factors suggesting that other factors (c.1900–1914) were important in bringing about the First World War – or that the arms race was not important – might include:

- the development of alliance system and its cementing through colonial rivalries
- the ambitions of the key European powers particularly Austria-Hungary (in Balkans), Russia, Germany (weltpolitik) and France
- the strength of the military particularly in Germany
- the growth of Serbian nationalism and the Balkan Wars; their effect on relations between Austria-Hungary and Russia and the assassination at Sarajevo which sparked the war
- the arms race alone could not have brought war; that required a decision to use those arms
- the arms race might have been considered a deterrent to war -because it made the risk of war obvious and kept the sides evenly matched.

Good answers are likely to show awareness that although the arms race played a significant role in bringing about war, this was only one of many factors and that it was, to an extent, the product of several of those factors, e.g. rivalry, military influence and ambition. Stockpiling did not create war, but it did create conditions favourable to war.

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