

A-LEVEL HISTORY

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

1041
June 2014

Version 1.0: 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 2014

GCE AS History Unit 1: Change and Consolidation

HIS1K: Russia and Germany, 1871–1914

Question 1

01 Explain why Bismarck introduced the Kulturkampf. **[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 introduced the Kulturkampf.

Students might include some of the following factors:

- Bismarck wanted to maintain the unity of the new German state and felt that the Catholics with their loyalty to the Pope, threatened this

- many of his 39% Catholic population were Poles; others lived in Alsace-Lorraine and many in the Southern States. He might suspect the loyalty (with former allegiance to Austria-Hungary) of these groups
- Pius IX had condemned liberalism and nationalism, which conflicted with the actions and views of Bismarck and his allies, the National Liberals. This was made worse by the declaration of Papal Infallibility in 1870
- the Catholic Centre party (Zentrum) had been founded in 1870 to represent Catholic interests and its rapid growth was a potential threat to Bismarck's domination of politics, Bismarck feared their loyalty to the Pope
- Bismarck relied on the National Liberals who were opposed to papal influence and clerical power. Their emphasis on the role of civil institutions, German nationalism and a broad anticlericalism was embodied in the Kulturkampf.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might emphasise Bismarck's need to retain the backing the National Liberals as the most important reason for the Kulturkampf (and possibly comment that when their support was no longer crucial, he was prepared to abandon it).

Question 1

- 02** How successful was Bismarck in overcoming opposition to his policies in the years 1871 to 1890? **[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 offering some balance of views. In 'this 'how successful' question, the answer is likely exclusively based on the focus of the question – evaluating whether Bismarck succeeded or failed to overcome opposition to his policies.

Factors suggesting that Bismarck was successful in overcoming opposition to his policies might include:

- with the unswerving support of the Emperor until 1888, Bismarck was able to manipulate the Reichstag when he wished in order to achieve his aims. Candidates may give examples of this, citing Bismarck's change of alliance within the Reichstag in 1878, which enabled him to end free trade
- Bismarck was mostly able to work effectively with the main parties in the Reichstag in order to achieve his aims. From 1871–1878 he worked with the National Liberals and quashed Centre Party opposition to his Kulturkampf policies
- from 1878, he used a Conservative alliance and worked with the Centre Party quelling opposition from the rising SPD through both persecution and his own socialist reform programme
- In 1886–1887 he manipulated the Boulanger crisis to create a war scare and so overcame opposition to his increase in the army budget
- Bismarck pursued policies of Free Trade, the Kulturkampf, and from 1878, Protection, Anti-Socialist Laws and State Socialism successfully.

Factors suggesting that there were limits to Bismarck's success in overcoming opposition to his policies might include:

- the Kulturkampf failed – because the opposition to it from Catholics/Centre Party remained strong forcing Bismarck to end the persecution
- the Anti-Socialist Laws failed to curb SPD opposition and the party continued to grow
- Bismarck was not entirely successful in overcoming opposition to his financial demands. The Septennial Law (1874) showed that Bismarck could not always control the Reichstag and deputies had a huge influence over government budgets
- Bismarck failed to overcome the opposition (to his anti-socialist programme) of the Emperor Wilhelm II in 1890 and was forced to resign.

Good answers are likely to show an awareness that the Bismarck had successes and failures. He was largely dependent on the support of the Emperor, which he had lost by the end of his time in office and whilst he was adept at changing policies, he did not always manage to carry through his original intentions.

Question 2

03 Explain why Russian industry developed rapidly in 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 Russian industry developed rapidly in the 1890s.

Students may refer to some of the following factors:

- Russia had huge potential for development in terms of natural resources and manpower, but the country had lagged behind its international competitors and this had weakened the country's strength as a 'great Power' (as seen in Crimean and later wars against Turkey)
- modernisation, begun in the reign of Alexander II had proceeded very cautiously with some railway and factory development, although the policies adopted provided a basis for further growth in 1890s
- Vyshnegradsky, had begun the export of huge amounts of grain in order to pay for industrial expansion and protected Russian industry from foreign competition through the Tariff Act of 1891

- Sergei Witte promoted active state intervention to promote industrial development (foreign experts, huge foreign loans and the introduction of the new rouble, which gave foreign investors more confidence to put their money into the growth of the Russian economy)
- vast state involvement in the development of the railway system stimulated the iron and coal industries as well as opening up new markets and areas for industrial investment.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might single out the role of Witte as vital as the most important factor and stress the importance of securing the foreign investment and expertise for industrial growth.

Question 2

- 04** How far was the 1905 revolution due to the economic and social changes that had occurred in Russia since the 1890s? **[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 economic and social changes brought about the 1905 revolution and offering some balance of other factors that led to that revolution.

Factors suggesting that economic and social factors were responsible might include:

- the overcrowding and appalling living experienced in the new industrial towns and cities, particularly St Petersburg and Moscow
- low wages and lack of state regulation and limited welfare reforms leading to the emergence of a discontented and volatile 'working class'
- the world downturn - 'Great Depression' – in the 1890s and early 20th century. (Russia's dependence on foreign loans meant that large sums had to be paid in interest and much of the profit was being taken out of the country. This weakened the regime – undermined its performance in the Russo-Japanese war -and provoked opposition
- famine in 1890s exacerbated peasant discontent. Redemption payments continued, the rural population continued to grow and Russia faced the competition of cheaper US grain exported to Europe. Widespread discontent/land-hunger in the exacerbated by repression as in the years of the Red Cockerel 1903–4.

Factors suggesting that other factors were responsible might include:

- the failure of the autocracy to respond to change (Nicholas II dismissed Witte in 1903 and relied on reactionary ministers). The lack of representation and ambitions of the Zemstva/liberal intelligentsia
- the use of repression (e.g. crushing of student demonstration of 1901 by cossacks and events of January 1905)
- the growth of organised opposition including SRs and SDs
- the experiment with legalised Trade unions – of which Gapon's union of 1904 was one
- the Russo-Japanese war and wartime failure and deprivation.

Good answers are likely to show an awareness that the economic and social changes that had taken place in Russia since the 1890s were key to explaining why the revolution of 1905 occurred. However, the Russo-Japanese war might be seen as the catalyst for revolution and an awareness of the failures of autocracy, the weakness of Nicholas II and the pressure on the regime should be cited as factors in why the revolution took the shape it did – with its political (rather than an economic/social) outcome.

Question 3

05 Explain why Germany and Russia signed the Reinsurance Treaty in 1887. **[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 Germany and Russia signed the Reinsurance Treaty in 1887.

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

- both powers wished to avoid conflict. Russia feared isolation and therefore wished to maintain good relations with Germany. Bismarck wished to maintain the isolation of France and feared that if Germany failed to make some kind of agreement with Russia, Russia would turn to France in order to avoid isolation
- Germany's alliance with Austria-Hungary, together with the prospect of conflict between Russia and Austria-Hungary over the Balkans, meant that both countries were aware of the danger of being dragged into a conflict over the Balkans.

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

- the Triple Alliance and Balkan crisis in 1885 meant that it was unlikely that the Dreikaiserbund would be renewed (in 1887). Many in Russia argued that any renewal of this agreement would be against Russian interests, whereas many in Germany argued that the Dreikaiserbund would conflict with Germany's alliance with Austria-Hungary
- this secret agreement was the result of Bismarck's endeavours. He was extremely concerned that the collapse of the Dreikaiserbund would lead to an alliance between Russia and France which would be focused against Germany and Austria-Hungary.
- Bismarck pressured the Russians to sign by withholding German investments.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain how the collapse of previous agreements and long term problems in the Balkans and between Russia and Austria-Hungary made Bismarck determined to maintain good relations.

Question 3

- 06** How far, in the years 1900 to 1914, was the First World War caused by problems in the Balkans? **[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 problems in the Balkans and World War I 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 problems in the Balkans (1900-1914) were responsible might include:

- the growth of Serbian nationalism and its effect on relations between Austria-Hungary and Russia
- the 1908 Bosnian crisis and its impact on worsening relations
- the additional problems caused by the Balkan wars of 1912–1913
- the importance of the assassination at Sarajevo in sparking the war.

Factors suggesting that other factors (1900–1914) were responsible for bringing about the First World War might include:

- the development of alliance system in the early 20th century, without which the assassination would have had lesser repercussions
- German militarism (including the existence of the Schlieffen Plan), Weltpolitik and colonial clashes, e.g. with the French in Morocco
- the arms race and military preparedness throughout Europe
- the part played by the ambitions of the key European powers particularly Austria-Hungary, Russia, Germany and France
- since Germany co-operated with the other powers over the Balkan Wars 1912–1913, the breakdown of 1914 cannot be solely laid on developments there.

Good answers are likely to show awareness that although the troubles in the Balkans played a significant role in the timing of the outbreak of war, many other factors were also at play and that it was the inter-dependence of these factors that brought about the outbreak of war. Please note that candidates are directed to the years 1900–1914 in this question and that earlier material must be seen as contextual only.

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