



**General Certificate of Education  
January 2012**

**AS History 1041**

**HIS1H**

**Unit 1H**

**Tsarist Russia, 1855–1917**

**Final**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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 to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level 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)**

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#### **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

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January 2012

**GCE AS History Unit 1: Change and Consolidation**

**HIS1H: Tsarist Russia, 1855–1917**

**Question 1**

**01** Why did Populism fail in Russia 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 Populism failed in Russia in the 1870s.

Students might include some of the following factors:

- much of the support for Populism came from the educated middle class. Among the intelligentsia there was a move towards more reform following emancipation. Sympathy for the plight of the peasantry was expressed through art and literature, and some wealthy professionals and students sought to improve the condition of peasants

- Peasants themselves, however, were more resistant to change. Attempts by Narodniks in the *Going to the People* movement to galvanise them into political protests were met with violence or apathy. This inherent loyalty to tsarism limited considerably the support for Populism
- loyalty was borne out of the strengths of the tsarist regime. The Orthodox Church was the cornerstone of support, emphasising to believers the Divine Right of the Tsar to rule over them.

To reach higher levels, students will need to show the inter-relationship of the reasons given: for example they might make effective links between the reasons why Populism failed.

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**Question 1**

- 02** How far did the growth of internal opposition threaten the Tsarist regime in the years 1881 to 1904? (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 points which support the focus of the question against others which do not.

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Factors which suggest the growth of internal opposition did threaten the tsarist regime in the years 1881 to 1904 might include:

- some political revolutionaries attempted to destabilise the regime through terrorist activity in the 1880s, notably splinter groups of the populists. Lenin's own brother was executed following an assassination attempt on the Tsar in 1887
- Marxist works were smuggled into Russia in the 1880s and the growth of towns in the 1890s provided crowded conditions in which illegal pamphlets could more easily be circulated. By 1898 the Marxists were sufficiently organised to form the RSDLP (SDs) and in 1902 Lenin published his pamphlet 'What is to be Done?'
- opposition to the regime was not completely eradicated, but was driven underground. Revolutionary leaders such as Georg Plenkhanov were exiled abroad, where they continued to raise awareness of their cause. Many would return later
- famine in 1891-2 refocused attention on the plight of the peasantry and Populist ideas re-emerged around the turn of the century among university students. The formation in 1901 of the Social Revolutionary Party by Victor Chernov marked a turning point by bringing together populist opinion within one umbrella group.
- Liberal ideas persisted among the intelligentsia and in the late 1890s there was a resurgence of liberal sentiment. Dinner parties provided a forum for a growing class of educated professionals and business people to share ideas about democracy.

Factors supporting the case that the growth of internal opposition did not threaten the tsarist regime might include:

- the harsh treatment of his father's killers in 1881 set the tone for a period of reaction. Influenced by conservatives at Court, Tsar Alexander III aimed to strengthen the Orthodox church and the position of the nobility in order to secure the autocracy against real and potential opposition
- Alexander III clamped down heavily on opposition groups by increasing repression after 1881. A Statute of State Security made provision for arbitrary arrest and the repeated renewal of this legislation transformed Russia effectively into a police state. The activity of the secret police and measures preventing the formation of even benign student groups meant opportunities for overt opposition were extremely limited
- in rural areas, the population was kept firmly under control by Land Captains, introduced in 1890, and government appointed provincial governors ensured stability. The 1890 Zemstva Act and the 1892 Municipal Government Act reduced the power of the zemstva by increasing government control over them and restricting participation in zemstva elections
- any opposition that existed was tiny, and exerted little influence on the bulk of the population who remained overwhelmingly loyal to the Tsarist regime.

Good answers may show an awareness of the varied nature of the opposition, and make developed comparisons between the 1880s and the turn of the century, when industrialisation changed the nature of society. Answers may explore the concept of threatening the tsarist regime. After all, many opponents of the regime did not seek to overthrow tsarism altogether.

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**Question 2**

**03** Explain why, in 1905, revolution broke out in Russia. (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 Revolution broke out in Russia in 1905

Students might include some of the following factors:

- news of defeats in the Russo-Japanese War had highlighted concerns over Nicholas II's personal leadership, exacerbating perceptions he was weak and too sentimental about his family
- a sharp world recession hit Russia hard. The world price of grain was falling, affecting the value of exports. The impact caused unemployment and rising prices which particularly affected urban workers, while in rural areas tax on grain rose
- crowded conditions in towns, particularly in large factories, meant it was easier to circulate secret material like pamphlets to galvanise discontent
- the Revolution was a series of sporadic outbreaks of violence, provoked by individual circumstances such as naval mutiny and attempted seizures of noble land.

To reach the higher levels, students will need to show the inter-relationship of the reasons given: for example they might make effective links between the causes (e.g. the relationship between social and economic factors), or prioritise them in perceived order of importance with convincing explanation.

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**Question 2**

- 04** How successful were Stolypin's policies in restoring stability in Russia in the years 1906 to 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 balancing points which support the focus of the question against others which do not.

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Factors supporting the argument that Stolypin's policies were successful in restoring stability in Russia in the years 1906 to 1914 might include:

- Stolypin's programme of harsh repression in the countryside in 1906–1907 meant any overt discontent was crushed. Executing the ringleaders ensured any potential sympathisers in rural areas were silenced
- the Agrarian Reform Act of 1906 made provision for the creation of a class of prosperous peasants, independent of the mir, who would have a real stake in the Tsarist regime and should be its natural supporters
- these independent peasants had the freedom to invest in their land, borrowing money from the Peasants Land Bank, in order to implement the latest farming methods and they could also farm previously uncultivated land. This contributed to a growth in agricultural output providing a more stable food supply
- Stolypin's skilful control of the Duma held in check any progressive forces that might challenge autocracy, while allowing for the introduction of social reforms such as accident insurance in 1911 which pacified some of those seeking change
- the economy was booming, due to a world recovery after 1906 following recession and partly due to earlier investment in the infrastructure of the economy. Private investment was increasingly important as a force driving expansion.

Factors suggesting Stolypin's policies were less successful might include:

- Stolypin was assassinated in 1911 and many of his policies, particularly his agrarian reforms, stalled after his death
- Agrarian reforms provided only limited change in agriculture. Only around ten per cent of peasants left the mir and even they had limited capital for investment in modern techniques
- opposition groups existed, and focused largely on constitutional reform
- after 1911 there was increasing evidence that stability was fragile. The Lena Goldfields incident symbolised growing demands for economic change and signalled a wave of strike activity. Strikes in 1912 became increasingly politically motivated.

Good answers are may show an awareness that stability in this period was tentative. They may balance convincing arguments that Stolypin's reforms contributed to the survival of Tsarism, but may explore the extent to which apparent stability was a veneer.

**Question 3**

**05** Explain why the Bolsheviks had little support in Russia in 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.**

- Tsarism had many strengths and the tercentenary of the Romanov dynasty encouraged demonstrations of loyalty. The outbreak of war in 1914 provoked spontaneous mass outpourings of patriotism and loyalty
- the Bolsheviks were the only party to oppose the war and their stance made them appear unpatriotic to many
- Bolshevism was an elite movement. Lenin believed a small, revolutionary group would lead the revolution. Bolshevik ideology meant they did not aim to attract mass support.
- Repressive government policies and fear of arrest had driven leading Bolsheviks abroad. Though they maintained contact with Russia by letter, the exile of revolutionary leaders like Lenin limited Bolshevik appeal
- Russia in 1914 was not a typical breeding ground for revolutionary socialism. Despite a huge growth in industry since the 1890s, the country remained largely agricultural and many people were proud of its peasant heritage. Russia did not have the developed, industrial base or large proletariat that Marxist ideas would typically appeal to
- The Bolsheviks, a band of committed revolutionaries funded largely through illegal activities like robbing banks, would have limited appeal against other groups seeking to change society and politics through legal means.

To reach higher levels, students will need to show the inter-relationship of the reasons given: for example they might make effective links between the reasons why the Bolsheviks had little support (e.g. the relationship between the strengths of tsarism and their own limitations), or prioritise the motives in perceived order of importance with convincing explanation.

**Question 3**

- 06** How important were military problems in explaining the Tsar's decision to abdicate in 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**
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- 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.**

Factors supporting the argument that military problems were responsible for the Tsar's abdication might include:

- the Tsar's position as Commander in Chief of the armed forces meant he assumed personal responsibility for military defeats, meaning they had the potential to damage his credibility as Russia's divinely appointed autocratic leader

- shortages of suitable equipment and uniforms damaged the morale and effectiveness of the army, particularly in the early years of war. In contrast, the German army seemed well equipped and benefitted from reliable supply lines
- heavy losses in the early years of war meant experienced officers were in short supply
- the necessity of supplying men and horses to the front line put unbearable pressure on Russian agriculture. Production by 1917 was unable to keep up with demand for food
- low morale and concerns over the supply of food led to desertions from the army in 1917.

Factors suggesting military issues were less important might include:

- by 1916, shortages of equipment had been largely overcome. Russia was out-producing Germany in armaments and munitions
- all belligerents faced difficulties with supplies and morale as the inevitable consequence of a prolonged war.

Other factors also led to the Tsar's abdication:

- the economy in early 1917 was in a state of collapse. The pressure of supplying food and fuel to the front meant extreme shortages in towns. The transport system could not cope with increasing demand brought on by an unusually harsh winter in 1916–1917
- there were political factors too. The German-born Tsarina was an unpopular choice as political figurehead in the Tsar's absence and attracted derision in leaflets. Her relationship with Rasputin was questioned. She made poor political appointments and was indecisive
- Tsar Nicholas had made mistakes. He ignored suggestions from the Progressive Bloc in the Duma and resisted pressure to acknowledge and work alongside a National Union of Zemstva. Instead he chose to dismiss the Duma and took all political accountability.
- by 1917, Tsar Nicholas II was losing the confidence of the nobility, crucial to his survival as Tsar. By abdicating, he did not expect to signal the end of Tsarism and many nobles were taken aback by the swiftness of its collapse
- the events surrounding International Women's Day in 1917 sparked the abdication. In the face of economic and political turmoil, with uncontrolled rioting in the cities and the establishment of a workers' soviet in Petrograd, Rodzianko requested the Tsar's abdication. Amid the turmoil over several days, Tsar Nicholas eventually acceded.

Good answers are likely to show an awareness of the inextricable link between military and economic issues. The strain placed on the economy by the war created circumstances that were difficult to control. This inevitably had political consequences. What was the balance between these factors?

### **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](http://www.aqa.org.uk/umsconversion)