



**General Certificate of Education  
June 2011**

**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 candidates' 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 candidates' 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 candidates' 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 candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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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 candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

June 2011

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

**HIS1H: Tsarist Russia, 1855–1917**

**Question 1**

**01** Explain why Russia's serfs were emancipated in 1861. (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 candidates 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 the serfs were emancipated.

Candidates might include some of the following factors:

- Alexander II was brought up with 'liberal' leanings, influenced by Western thought, which concluded that serfdom was morally wrong
- there was fear, based on previous experience, that without emancipation, there might be a 'revolution from below' by serfs

- reform might be a way of strengthening the autocracy and maintaining Russia's position as a world power, catching up with more advanced countries
- the problems caused by the Crimean War led to widespread disturbances in the countryside
- Serfdom was seen by many as anachronistic and inefficient, standing in the way of economic and social progress, which would require, for example, the finding of surplus labour to resource industrialisation
- freeing serfs could open the way for other reforms, not only in agriculture, but e.g. in the army.

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

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**Question 1**

- 02** How successful were Alexander II's reforms in transforming Russian society by 1881?  
(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 candidates 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.**

Candidates should be able to make a judgment by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that the reforms were effective in transforming society might include:

- some Russians gained from new opportunities opened up in the limited expansion of secondary and higher education
- reform of serfdom and conscription gave an opportunity to modernise the army and make service less of a 'life sentence' for conscripts
- there were improvements in the legal system, e.g. trial by jury
- Russians had the opportunity for participation in limited local government through the zemstvos and town dumas.

Factors suggesting that the reforms did not have a profound impact on transforming society might include:

- the fundamentals of the autocracy were still in place, e.g. the powers of the zemstva were limited
- the educational and judicial reforms were limited in impact and partly reversed under Alexander II's 'reaction' from the mid-1860s
- although serfs were freed, they remained largely tied to the land, were subject to the mir, and practised mainly inefficient subsistence farming
- there was a crisis of the regime in the years 1878–1881, including the failure of the Loris-Melikov reforms, the Vera Zasulich case and assassination attempts against the Tsar in 1880
- Russia remained a rural, backward society in 1881, with limited social mobility or popular participation in political life.

Good answers, particularly for Level 4/5, are likely to debate the extent to which the results of reforms matched the intentions behind them; and/or whether there was a significant difference between the reforming period of the early 1860s and the post-1866 reaction; and/or the degree to which Russian society at various levels had or had not changed. Did Alexander's policies just have short-term consequences or longer-term implications for Russian society?

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**Question 2**

- 03** Explain why, between 1894 and 1905, Russian liberals were dissatisfied with the tsarist regime. (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 candidates 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 liberals were increasingly dissatisfied with the regime by 1905.

Candidates might include some of the following factors:

- dissatisfaction with the exclusion of most of the population, but especially the middle class, from political influence, especially by those influenced by western ideas of representative government
- desire for a genuinely representative assembly, a State Duma
- significant social and economic issues and the failure of the Government to resolve them, e.g. famines and the economic slump from 1900
- reaction against the Russo-Japanese War
- dissatisfaction with Nicholas II's abilities as a ruler and his obvious reluctance to consider meaningful reform.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given: for example, they might make links between the longer term factors such as lack of representation, and more immediate factors such as the 1904–1905 War; or they may prioritise the causes of the dissatisfaction in perceived order of importance.

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**Question 2**

- 04** How far did Nicholas II, in the years 1906 to 1914, fulfil the promises he made in the October Manifesto of 1905? (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 candidates 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.**

Candidates should be able to make a judgment by addressing the focus of the question and offering some balance of other factors or views. In 'how important' and 'how successful questions', the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that the regime did fulfil its promises by 1914 might include:

- the State Duma was a move towards representative government
- there was an economic recovery, based on Russia's own efforts as well as foreign finance
- Stolypin's agricultural reforms created the possibility of economic progress, by encouraging an independent peasantry and more productive farming
- between 1906 and 1912 there was a decline in the sort of radical activity which fed off discontent
- there was a surge of patriotic national unity when war began in 1914.

Factors suggesting that promises resulted in failure and disillusionment might include:

- the manipulation of the franchise and the limiting of the role of the Dumas meant continued or even increased frustration for many reformers
- economic advance and social legislation could not disguise the very difficult living and working conditions for many Russians
- there was an increase in radical activity such as strikes after 1912
- a relatively small percentage of peasants took advantage of Stolypin's reforms
- the Government still relied on traditional loyalties
- the regime frequently resorted to force when necessary, e.g. the 'Stolypin necktie' and the ruthless crushing of the Lena Goldfields strike in 1912.

Good answers, for Level4/5, are likely to show an awareness that the extent of any success in overcoming problems in this period is a matter of debate, and there should be a sustained argument and supported judgement for these higher levels.

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**Question 3**

**05** Explain why Lenin returned to Russia from exile in April 1917. (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 candidates 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 Lenin returned from exile.

Candidates might include some of the following factors:

- the freedom that existed in Russia after the February Revolution gave Lenin his first chance in years to legitimately return
- Lenin was aided by the Germans for their own reasons – otherwise it would have been very difficult to return during the war
- Lenin saw the opportunity to strike against the new Government and move to the next stage of revolution
- Lenin was anxious to reassert his authority over the Bolsheviks – although his leadership position was not challenged, there were activities amongst the Bolsheviks at home, e.g. supporting the war, of which he greatly disapproved
- Lenin was in a hurry to exploit the situation before the Provisional Government took tighter control.

To reach higher levels, candidates will need to show the inter-relationship of the reasons given: for example they might link the various factors; and/or prioritise them in order of importance.

NB Material relating to Lenin's actions after arriving back in Russia are NOT relevant to this question.

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**Question 3**

- 06** How far was the Provisional Government's continued involvement in the First World War responsible for its collapse in October/November 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**
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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 candidates 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.**

Candidates should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views.

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Factors suggesting that continued involvement in war was an important factor in bringing about the fall of the Provisional Government might include:

- the Provisional Government did not improve upon the situation of military failure which already existed when it came to power, despite initial optimism when it took over from the Tsar, and this damaged its reputation and authority
- the PG was discredited by particular failures like the Kerensky summer offensive
- military failures contributed to growing dissatisfaction with Kerensky, his government, a loss of morale in the army, leading to desertions, and an increasing lack of authority, seen for example in the Kornilov affair
- military failure exacerbated other related issues such as the continued shortages, problems in communications and a rise in radical political activity. The PG could not even afford to keep sufficient troops in Petrograd to guard itself
- dissatisfaction with the PG grew because of its reluctance to consider peace and its maintenance of the wartime alliance with the West
- the Bolshevik slogan, 'Peace! Bread! Land!' attracted support.

Factors suggesting that other factors were just as important, or more important, in bringing about the fall of the PG might include:

- the growing radicalism and support for the Bolsheviks after Lenin's return, which was a distinct threat to the PG given the power vacuum in Russia
- the activities and prestige of the Soviet undermined support for the PG
- dissatisfaction with the PG for failing to deliver on promises such as land reform and elections to a constituent assembly
- even without the pressures of the war, Kerensky's regime had many weaknesses.

Good answers are likely to show awareness that all these factors are linked. Candidates may focus their answer directly on the involvement in war aspect or they can balance their answer by considering the importance of 'other' factors which brought about the Revolution in the autumn. However, a high Level 4 or 5 answer cannot totally ignore the importance of the continued involvement in war, whether it is argued as the most significant factor or not. There must also be a sustained analysis and developed and supported judgement.

### **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)