



**General Certificate of Education  
June 2012**

**AS History 1041                      HIS1K**

**Unit 1K**

**Russia and Germany, 1871–1914**

**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 events which all examiners 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 examiner understands and applies it in the same correct way. As preparation for standardisation each examiner 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, examiners encounter unusual answers which have not been raised 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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June 2012

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

**HIS1K: Russia and Germany, 1871–1914**

**Question 1**

**01** Explain why Bismarck introduced protective tariffs in 1878. (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 decided to introduce protective tariffs in 1878

Students might include some of the following factors:

- there were economic reasons for the change. The German economy had suffered economic problems since 1873 and many German industrialists were calling for protective tariffs to help them face foreign competition. Agriculturalists were also calling for tariffs to protect them from cheap grain from countries such as Russia and America.

Many European countries had begun to impose tariffs on imported goods which had hit German exports. It was felt that the domestic market needed protection. Bismarck who was himself a landowner felt sympathy for agricultural demands

- tariffs could provide the government with revenue. The Imperial government could not tax citizens directly, but could impose tariffs which would not be dependent on the annual Reichstag vote
- there were political reasons for Bismarck's change. One of the reasons for his previous adoption of free trade had been his need to work with the National Liberals, who were a free trade party. However Bismarck wished to abandon his alliance with the Liberals and to work more closely with the Conservative party and the Centre party who were in favour of protection
- there were also foreign policy reasons for the adoption of protective tariffs. Russia had imposed protective tariffs and was a key supplier of grain to Germany. Relations between the two countries had become strained and protection could be seen as retaliation. Bismarck also thought that the policy would make it less likely that Germany would become dependent on foreign imports.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain how Bismarck's decision to work with different political partners coupled with a different economic outlook worked together to cause change.

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**Question 1**

- 02** How successful were German governments in dealing with the political impact of economic change in the years 1880 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 addressing the focus of the question and offering some balance of other factors or views. In 'how successful' questions the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting that German government policies were successful in dealing with the political impact of economic change might include:

- the rapid increase in the numbers of the industrial working class did lead to the growth of the SPD, however this did not lead to revolution and German governments in this time period were usually able to keep control of the Reichstag. Under Bismarck the SPD was persecuted and at first support decreased. Bismarck's government also attempted to alleviate the impact of industrialisation with State Socialism, the development of this approach by successive German governments could be seen as a reason why Socialism in Germany did not take a revolutionary turn. Caprivi's reduction in tariffs during his Chancellorship can be used as an example to show that government actions were successful in alleviating some of the problems caused by industrialisation
- The SPD campaigned for improvements within the constitution rather than actively seeking to overthrow the system, the willingness of governments to make concessions to socialism was an important factor in helping to deal with the political impact of economic change. Reforms passed that can be used to support this argument are, the secret ballot, the payment of Reichstag deputies and universal male suffrage. Likewise the Trade Union movement campaigned for improvements within the system, rather than calling for the development of a socialist state
- the 'Bulow Bloc' shows that von Bulow was able to create government support in the Reichstag despite the increasing size of the socialist party
- the SPD was also willing to support the government when war broke out in 1914 and to vote for war funding, this indicates that the threat of political socialism had been contained
- another impact of economic change was the rise of the middle class and a new industrial elite, which could have caused problems for Germany's traditional ruling groups. However the new elites found common ground with the older aristocracy and combined in right wing pressure groups to call for nationalistic policies to increase Germany's trade and prestige. Whilst Bismarck remained opposed to colonialism he was willing to make concessions to these groups by allowing the start of empire. Later governments adopted the policy of Weltpolitik and militarism partly in response to these groups. (Students may debate whether this was successful or not.)

Factors suggesting that German governments were not successful in dealing with the political impact of economic change might include:

- the SPD grew throughout this period, by 1912 it was the largest party in the Reichstag. Neither repression or concessions had managed to decrease support for socialism amongst the industrial working class
- although the SPD worked within the system it remained a radical party as shown by 'the Erfurt Programme'
- Socialists remained critical of the regime for example over colonial policy and the Zabern affair in 1913
- right wing pressure groups helped to distort government policy, their calls for the suppression of socialism and for increasing militarism emphasised the role of the military and increased divisions within German society.

Good answers should show an awareness of the economic changes affecting Germany at this time. They should also provide examples of the political impact of these changes and make some assessment of the effectiveness of German governments in dealing with political impact.

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**Question 2**

**03** Explain why Nicholas II issued the October Manifesto in 1905. (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 Nicholas II issued the October Manifesto in 1905.

Students might include some of the following factors:

- the tsarist regime had faced revolution in 1905, the Bloody Sunday Massacre, failure in the war against Japan and in the long term appalling living standards and a lack of constitutional reform had created the revolutionary situation
- Nicholas had refused to negotiate but by October 1905 the situation was dreadful. The collapse of the Russian fleet against Japan, naval mutinies and continued strikes meant that the Tsar had to make concessions in order to avoid revolution
- Sergei Witte was recalled by the Tsar, drafted the October Manifesto and persuaded Nicholas to sign it
- the October Manifesto granted some moderate reform and was able to divide the opposition enabling the tsarist regime to survive the attempted revolution.

To reach higher levels, students will attempt to link the different factors, for example, they may comment that the Tsar faced a serious and revolutionary situation which led to the recall of Witte who then persuaded Nicholas to issue the October Manifesto.

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**Question 2**

- 04** How important were the Dumas in maintaining political stability 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 addressing the focus of the question and offering some balance of other factors or views.

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Factors suggesting that the Dumas were important in maintaining political stability might include:

- the tsarist regime was still in place in 1914, therefore some stability must have been restored. The establishment of the Dumas split opposition with liberal groups hopeful that the Dumas would establish some degree of representation in Russia. The first Duma was called the 'Duma of National Hopes'. Both the Bolsheviks and the SRs refused to participate and it seemed that extremism had been sidelined
- when the first two Dumas proved difficult they were dissolved and the voting system was changed. This made for easier management of the assemblies as more moderate parties dominated and the Duma era saw some social reform. Stolypin showed that the government was able to control the Dumas by dismissing them when they failed to agree to government proposals. Despite this power the third and fourth Dumas were able to run their course
- after 1906 the situation in Russia had stabilised and the government had reasserted control. Strikes and other agitation remained at a low level until 1912.

Factors suggesting that the Dumas did not maintain political stability might include:

- the first two Dumas proved far too radical for the regime. The dismissal of Witte did not help the government to manage the Duma and its' radical demands were dismissed. The Duma itself was dissolved, resulting in the Vyborg Manifesto and the arrest of many leaders
- the second Duma became known as the 'Duma of National Anger', extremist parties decided to participate and the members were more extreme than in the first Duma. Stolypin dismissed the assembly and altered the franchise. SD delegates were arrested and then exiled. Even the last two Dumas provided opposition to the regime and were suspended by the government
- Stolypin used force and terror to deal with opposition. Many political activists were exiled or executed in this time period
- there was still unrest in Russia, although this was mostly expressed by direct action by workers and by assassination of political figures. The limitations of the franchise for the Duma made direct action the only outlet for workers grievances. By 1912 workers unrest was developing again following the Lena goldfield massacre, the number of strikes between 1912 and 1914 was huge and the Bolshevik newspaper Pravda was selling many copies.

Good answers are likely to show an awareness that although political stability appeared to be maintained in Russia there was still considerable unrest which resurfaced by 1911/12. The Dumas were largely disappointing as a force for popular representation and despite being important as a concession to opposition in 1906, actually had little influence on political stability in Russia during this time period.

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**Question 3**

**05** Why was the *Dreikaiserbund* (League of Three Emperors) signed in 1873? (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 the *Dreikaiserbund* was signed in 1873.

Students might include some of the following factors:

- for Bismarck the key reason for the *Dreikaiserbund* was the isolation of France, which would prevent the French taking revenge for defeat in the Franco-Prussian war and seeking to win back the provinces of Alsace and Lorraine
- another German aim was to foster good relations between Austria-Hungary and Russia by avoiding conflict in the Balkans. Bismarck was keen to avoid taking sides in any conflict between the two powers
- *Dreikaiserbund*, with its commitment to good relations also seemed a good way to protect Germany in the south and the east
- the alliance was held to be a pact of common interest between the three conservative empires against the modern evils of republican/socialist violence

- for all of the powers, it offered good relations instead of isolation but carried no solid responsibilities.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might prioritise by commenting that the main German motive was to make sure that France remained isolated, however the added security of the eastern and southern borders meant that the threat from a French attack was of less concern.

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**Question 3**

- 06** How successful was Bismarck in maintaining good relations with Russia in the years 1875 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 addressing the focus of the question and offering some balance of other factors or views. In 'how successful' questions, the answer could be (but does not need to be) exclusively based on the focus of the question.

Factors suggesting Bismarck was successful in maintaining good relations with Russia might include:

- Bismarck was able to ensure that a new Dreikaiserbund was signed in 1881. This agreement was more concrete than the previous one and promised some compromise over the issue of the Balkans. Russia was concerned at her isolated position after the Congress of Berlin and was therefore willing to make concessions. Bismarck believed that this agreement meant that war between Austria-Hungary and Russia over the Balkans was less likely
- after the breakdown of the second Dreikaiserbund Bismarck was able to negotiate the Reinsurance Treaty of 1887. This agreement promised neutrality if either of the powers became involved in a war with a third party. It is likely that the Reinsurance Treaty would have been renewed by Russia if Bismarck had not been forced to resign in 1890.

Factors suggesting that Bismarck was not successful might include:

- it can be argued that Bismarck's relations with Russia were not well handled in this time period. 'The War in Sight' Crisis in 1875 saw Russia warning Bismarck to control the German press as it accused France of preparing to attack Germany
- the Congress of Berlin saw Bismarck overseeing an international conference where Russia lost the gains made in the Treaty of San Stefano. Russia held Germany responsible and relations were not good
- the Dual Alliance between Germany and Austria-Hungary made it clear that Germany's true obligation was to Austria-Hungary. (although the second Dreikaiserbund did follow this agreement). The Triple Alliance of 1882 which brought Italy into Bismarck's alliance system further suggested that Germany was tightly bound in alliance to Austria-Hungary
- in addition to these foreign policy issues, Bismarck had also caused relations with Russia to worsen when reintroducing protective tariffs on Russian grain imports and in being reluctant to allow German investment in Russia, which desperately needed foreign capital (and banned the Reichsbank from accepting Russian securities as collateral for loans – Russia turned to France).

Good answers may show awareness that in many ways the relationship between Russia and Germany remained positive in this time period, however there were problems in handling this relationship and Bismarck was not always successful in dealing with these.

### **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)