



**General Certificate of Education
January 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 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.

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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)

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

January 2012

GCE AS History Unit 1: Change and Consolidation

HIS1K: Russia and Germany 1871-1914

Question 1

01 Why did Bismarck bring the *Kulturkampf* to an end after 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 brought the *Kulturkampf* to an end after 1878.

Students might include some of the following factors:

- the *Kulturkampf* was not successful as the Centre party thrived under persecution and actually increased the number of seats held in the Reichstag. The campaign was not popular across Germany and was increasing divisions. The Poles, the people of Alsace Lorraine, German protestants were all unhappy with the policy

- a key factor in the Kulturkampf was the alliance between Bismarck and the National Liberals. By 1878 Bismarck (for various reasons) wished to end this alliance and build up support for a new economic policy of protection. In order to do this he needed the support of the largely protestant Conservatives and the Centre party
- by 1878 Bismarck had identified socialism as the new danger to German unity. In order to pursue a campaign against socialism he first needed to end the Kulturkampf
- in terms of foreign policy Bismarck wished to build a closer relationship with catholic Austria-Hungary and therefore abandoning the Kulturkampf appeared to be a good idea
- the death of Pope Pius IX in 1878 meant that Bismarck could set about repairing relations with the Papacy. The new Pope Leo XIII helped to achieve this by also striving for reconciliation.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain that by 1878 Bismarck was looking for a way to end the Kulturkampf in order to achieve his political aims within Germany and that the change of pontiff at this time made it possible for Bismarck to do this.

Question 1

- 02** How successful was Bismarck in maintaining his control over German politics in the years 1878 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 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 Bismarck was successful in maintaining his control over German politics might include:

- Bismarck was able to achieve a political realignment after 1878. With the aid of the Conservatives and the Centre party, a new economic policy of protection was introduced. Students may mention here that economic recovery followed this
- Bismarck was able to introduce the anti-socialist laws as part of his new campaign against socialism. Temporarily the growth of socialism in Germany was stopped. He was also able to introduce 'State socialism' also as part of his campaign against socialism. This policy included Old Age Pensions, Medical Insurance and Accident Insurance. Students could argue that these provisions helped to stem revolutionary activity in Germany and also improve conditions for the German working class
- Bismarck was mostly able to maintain his grip over the Reichstag in order to achieve his aims. He was able to secure military spending in the 1880s, and largely to rely on support from the Conservatives and to a lesser extent, the Centre party.

Factors suggesting Bismarck was not successful in dealing with domestic challenges might include:

- although Bismarck was able to introduce the anti-socialist laws he was not able to completely repress socialism, and the SPD was gaining more seats in the Reichstag by the end of the 1880s. Bismarck was also not able to completely ban the SPD because, despite the fact that the Centre party often co-operated with his policies, on this occasion they worked with the National Liberals and the Progressives to prevent this. Socialism was also to be a factor leading to Bismarck's downfall, as by 1890 he was unable to manipulate the Reichstag into passing further anti-socialist laws and was forced to resign without the backing of the Kaiser or the Reichstag
- Bismarck remained dependent on the Kaiser for his position, which was successful until the death of Wilhelm I in 1888. Bismarck then had to deal with an increasingly hostile Reichstag without the support of the Emperor. When Wilhelm II differed from Bismarck in terms of policy and who should rule, it then became obvious that Bismarck's manipulation of the Reichstag was not a substitute for firm backing from any political party.

Good answers are likely to show an awareness that Bismarck was largely successful in maintaining control over German politics as he was able to maintain his grip on the Reichstag and political power over a long period of time. Students should also be aware that this was on the whole a period of economic growth and rising living standards, which was of assistance in dealing with the potential threat of socialism. However there were some weaknesses in Bismarck's regime. His support from both the Conservatives and the Centre party was dependent on his policies and either party felt little scruple in opposing his wishes if they disagreed with him. Overall Bismarck's position was so dependent on the support of the Kaiser that when this failed he could not deal with domestic challenges.

Question 2

03 Explain why Russian agriculture was backward in the 1890s (12 marks)

Target: AO1(a), AO1(b)

Generic Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Answers should include a range of reasons as to why Russian agriculture was backward in the 1890s.

Students might include some of the following factors:

- agricultural development was largely neglected and methods were primitive. Students may mention the small scale nature of Russian farming as peasants were controlled by the mir which made any development difficult. There was a lack of investment in agriculture which made it virtually impossible to increase efficiency
- the population of Russia grew rapidly in this time period but the land available for cultivation did not
- government policy did not prioritise food supplies for the Russian people. The emphasis of Russian ministers was to export grain in order to gain foreign capital; if the Russian people did not eat, that appeared to be a price worth paying. Vyshnegradsky's 'We ourselves shall not eat, but we shall export' may be quoted

- there was a lack of rural transport to encourage the development of agriculture, in addition to lack of investment in transport there was also a failure to invest in mechanisation and new agricultural methods.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain how the drive to improve industry in the 1890s meant that agriculture was neglected.

Question 2

- 04** How successful were Stolypin's reforms in modernising Russian agriculture 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. 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 Stolypin's agricultural reforms did succeed in modernising Russian agriculture might include:

- Stolypin began to lessen the hold of the mir as early as 1903 when he took away the mir's responsibility for taxation. Stolypin's reforms removed many of the problems facing agriculture. More land was made available for peasants to buy. Collective ownership was abolished and peasants became able to consolidate their land holdings in order to increase efficiency. Redemption payments were abolished and a further Land Bank was established to help peasants to buy land
- there was considerable growth in peasant land ownership, roughly 50% of peasants had hereditary land ownership by 1915, in contrast to 20% in 1905
- there was some consolidation of land holdings by 1915, although this was a slow process. 20% of Russia's peasants had withdrawn from the mir by 1916 and 3.5 million had migrated to Siberia where dairy farming began to develop
- there were good harvests from 1909–1913 which appeared to show improvements in Russian agriculture. Despite the continued growth of the population and movement into the cities there were not major famines in this time period.

Factors suggesting Stolypin's reforms were not successful might include:

- the effects of Stolypin's reforms were very limited and few peasants took advantage of the opportunities. Large numbers of peasants did not leave the mir and by 1914 the vast majority still farmed in strips rather than consolidating their land
- the number of prosperous peasants (kulaks) was limited to roughly 1% of the population and the impact of these well off groups can be viewed as detrimental to the prosperity of other groups. Many peasants had to leave the land in order to find work
- the health of the peasantry did not appear to improve, infant mortality remained high and life expectancy was low
- productivity only increased 1% (legal changes alone did not increase productivity)
- peasants reluctant to leave the security of a communal system
- the reforms failed in central area of Russia.

Good answers are likely to show an awareness that there were improvements in Russian agriculture in this time period but that the reforms needed a far longer time period in order to be effective. Students gaining higher marks should give a balanced picture of success and failure.

Question 3

05 Explain why the German navy was expanded after 1898. (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 German navy was expanded after 1898.

Students might include some of the following factors:

- the adoption of the policy of Weltpolitik from 1897. It was believed by many members of the German establishment, including the Kaiser, that a larger navy was essential to Germany gaining a 'place in the sun'. The appointment of von Tirpitz as Naval Secretary helped to push this view forward. The Kaiser was strongly in favour of naval development and passionately interested in naval matters
- there was a strong economic and domestic case for naval expansion. The creation of jobs and the patriotism of development was seen as a crucial weapon in the attempt to control socialism
- there were powerful interests within Germany who were in favour of naval development. Ship building and iron industries and powerful business interests believed that naval development would secure overseas markets

- rivalry with other powers, most notably Britain, spurred Germany into a naval competition.

To reach higher levels, students will need to show the inter-relationship of the reasons given, for example they might explain how business or domestic interests or/and the personal interest of the Kaiser led to the development of Weltpolitik which appeared to lead directly to naval development.

Question 3

- 06** How far was the growth of German military strength responsible for the outbreak of war in 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 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 the growth of German military strength was responsible for the outbreak of war in 1914 might include:

- the naval race between Germany and Britain certainly led to bad relations between the two powers. Agreements about the deployment of naval forces between France and Britain were directed against the threat posed by the German navy. Germany's refusal to make agreements on naval size led to Britain feeling extremely threatened. By 1911 Germany's refusal to declare a naval truce was part of the background to Lloyd George's Mansion House speech
- it can be argued that the military spending of the other powers was primarily an attempt to keep up with German spending and military development
- the Schlieffen Plan adopted by Germany in 1904 was Germany's only plan for war and would automatically lead to a major European war on two fronts. The military plans of both France and Russia were a response to German military planning and helped to increase the tension that led to a major war
- the power of the military and industrial elites within Germany meant that the German government followed an aggressive foreign policy that dragged Europe into a major war.

Factors suggesting that the growth of German military strength was not responsible for the outbreak of war might include:

- the war broke out over quarrels in the Balkans which were not issues directly affecting Germany. The immediate cause was really the conflict of interests between Russia and Austria–Hungary
- the alliance system within Europe created tensions which led to the outbreak of war, all countries built up their defences, not just Germany, who could claim that she was responding to encirclement and the perceived threat from the Triple Entente, which by 1912 had developed agreements to use their military forces against Germany. By 1914 Russian and French military expansion rivalled that of Germany and can be said to have been as aggressive
- the naval race between Germany and Britain was not really an issue by the outbreak of war as relations between the two powers were relatively good at this time.

Good answers are likely to show awareness that a variety of factors were responsible for the outbreak of war in 1914. They should be aware that growth of German military strength was perceived as a factor contributing to the outbreak of war in 1914 but be able to balance this against a range of other 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