



AS

History

Tsarist and Communist Russia, 1855–1964

7041/1H Autocracy, Reform and Revolution: Russia, 1855–1917

Mark scheme

7041
June 2016

Version: 1.0 Final

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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June 2016

Tsarist and Communist Russia, 1855–1964

AS History Component 1H Autocracy, Reform and Revolution: Russia, 1855–1917

Section A

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the reasons for the weakening of Tsarist authority in Russia in the late 19th and early 20th centuries?

[25 marks]

Target: A03

Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **1-5**
- Nothing worthy of credit. **0**

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.

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

Extract A: In their identification of Service's argument, students may refer to the following:

- the overall argument suggests that Tsarist authority broke down because of short-term reasons following the massacre of January 1905 which united a number of different elements
- more specifically it alludes to part of the SDs and SRs and the work of the Petrograd Soviet in leading an armed uprising. They wanted to overthrow the Tsar
- Nicholas only survived with support of loyal regiments and there was such pressure (amassed over time) that he barely survived.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- reference to events in Russia in 1905 would corroborate the picture of revolutionary activity, e.g. assassination of Grand Duke Serge by SR in February; mutiny on Potemkin, breakaway nationalist risings in Georgia and Poland
- the strikes and protest marches of 1905 were the culmination of (i) suppressed workers' resentments which had been developing since the 1890s (ii) the growth of industrialisation and (iii) Trotsky's work on Soviet from October 1905 which had brought a General Strike
- reference to the development of Socialist/Marxist parties since late 1890s; violent methods and the return of leaders such as Trotsky (and briefly, Lenin).

Extract B: In their identification of Nettl's argument, students may refer to the following:

- the overall argument is that the events of 1905 were the work of the forgotten 'masses' and barely warrant the name 'revolution'. Government weakness – the breakdown of Tsarist political authority – not organised opposition provoked troubles, which were not co-ordinated but rather an 'anarchic' free-for-all
- the 1905 revolution was the product of the growth of the 'masses' who had suffered from industrialisation and been ignored both by the revolutionary groups and the government
- peasants and workers wanted concessions and a better government, not revolution and the overthrow of government. The existing Tsarist government appeared to lack ideas.

In their assessment of the extent to which the arguments are convincing, students may refer to the following:

- the lack of organisation by revolutionary opposition whose leaders were mainly in exile thanks to activity of Tsarist secret police. Also, Gapon's march was limited in its nature
- groups involved in most of the protest were the victims of industrialisation/social change occurring at least since the 1890s; workers suffering appalling living/working conditions; land-hungry peasants in the countryside. Their activities were not co-ordinated and often a reaction to local concerns

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- demand for ‘better government’ seen in readiness of ‘middle class’ to accept concessions – political reform and civil liberties. But the government failed to respond to industrial change with significant political concessions.

Students may identify either extract as the more convincing. **Extract A** emphasises that the breakdown of Tsarist authority, which had been mounting since the early years of Nicholas’ reign, left the Tsarist government floundering in 1905. **Extract B** emphasises that Tsarist authority was weak by 1905 because of a lack of understanding of Russia’s leaders but it was general weakness in the face of new social forces that provoked troubles. These never amounted to ‘revolution’ because they were disorganised and without real revolutionary intent – much as earlier troubles had been.

Section B

02 'Russian society was transformed during the reigns of Alexander II and Alexander III.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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 will need to look at different elements of society and assess the extent of change and continuity of these different groups.

Arguments suggesting that Russian society was transformed during the reigns of Alexander II and Alexander III might include:

- changes in the position of the serfs/peasants following emancipation in 1861 – personal freedoms, changes in relation to the mir; development of kulak class/landless labourers/drift to towns; and changes to the position of the landowners/nobles and gentry following emancipation; some sold up and went to towns
- a growth in ‘middle management’ with the spread of railways and the beginnings of industrial change, and a growth in the number of professionals such as doctors, lawyers, bankers and teachers
- some growth of the industrial working class; and also stronger student/intellectual element
- fairer justice, end to conscription, more education; for some, greater hope/possibility of self-improvement and influence among some peasantry and middling ranks.

Arguments challenging the view that Russian society was transformed during the reigns of Alexander II and Alexander III might include:

- limitations to freedoms of peasantry because of redemption payments and inadequacies in land division and distribution; noble/gentry landlords still found it difficult to meet debts and were no better off than before emancipation; they retained their influence as administrators and ‘superiors’; not much alteration to social balance
- hierarchical nature of Russian society with exclusive privileges for nobility; volost courts meant peasants not ‘equal’ in judicial system; peasants heavily taxed. Limited industrialisation and most of population still peasants
- the Church remained a powerful influence (reform here very limited); education reforms were retracted; most peasants accepted their social position was immutable.

Students may either stress the change that occurred as a result of Alexander II's reforms and the beginning of some industrial development or they may emphasise continuity with the past by indicating that the masses still followed a lifestyle little removed from that of their forebears and that Alexander III's repression reversed some earlier modernising tendencies. Reward any well-supported judgement.

03 'The growing influence of Marxism from the 1890s to 1917 was due to Lenin.'

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

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.

Arguments suggesting that the growing influence of Marxism from the 1890s to 1917 was due to Lenin might include:

- Marxism in the 1890s had only a limited following of intellectuals and limited organisation, although in 1902, Lenin's 'what is to be done' opened the way for a clear programme of action
- from 1903, the Bolshevik splinter group was committed to revolutionary action. Lenin kept the party going through the years of Tsarist repression, even though he was in exile. He was respected as an intellectual and for his determined leadership
- Lenin's return in April 1917 breathed new life into the Marxist-Bolsheviks who had been cooperating with Provisional Government. Lenin gave them a new purpose. He ensured that all was not lost after the July days and urged the October/November revolution (against opposition from Zinoviev and Kamenev)
- Lenin set about the establishment of the one-party state through Sovnarkom. By December 1917 he had carried through key elements of the Marxist-socialist reform programme and established the Cheka to enforce control.

Arguments challenging the view that the growing influence of Marxism from the 1890s to 1917 was due to Lenin might include:

- Lenin did not join the Social Democrat Party until just before the second congress – so the roots of Marxism lay with others, e.g. Trotsky in 1905, and his leadership was inevitably limited before 1917 since he was in Switzerland, so the overthrow of the Tsar – which set the scene for the Bolshevik takeover in October/November 1917 – was largely independent of Marxist/Leninist direction
- the establishment of the Dual Authority, the mistakes of the Provisional Government, wartime failure and distress and Kerensky's poor leadership were far more important than Lenin's personal leadership in creating conditions for Marxist success
- Lenin's arrogance and inability to compromise (e.g. over action in Feb/March, July and the timing of the October/November revolt, 1917) unnecessarily split the Marxists and weakened their influence
- the Marxist-Bolsheviks' actual takeover in October/November was assured by military action and careful strategic planning (by Trotsky).

Students may wish to stress the importance of Lenin's leadership, or they may choose one or more 'other factors' as being more important. Some might even argue that Lenin's leadership was a weakness rather than a strength. The answer should offer some breadth of understanding of Marxist development and not just concentrate on 1917, and show awareness of the position of the Marxists/Bolsheviks 'by the end of 1917', and consider Lenin's part in the creation of the one-party state.