



PEARSON EDEXCEL INTERNATIONAL AS / A LEVEL

# HISTORY

RUSSIA IN REVOLUTION, 1881–1917

TEACHER RESOURCE PACK



## Recap and Recall Questions

### Political reaction and economic change: Alexander III and Nicholas II 1881–1903

1. Give two ways in which Pobedonostev influenced the tsars Alexander III and Nicholas II.
2. Give three ways in which the liberal trends of Tsar Alexander II were reversed.
3. Give three reasons why Russia's economy improved under Sergei Witte.
4. Name three groups, founded in the years 1889–1902, that opposed tsarism.

5. *Stretch and Challenge*

Complete the following table by identifying three ways in which tsarist rule benefitted the people of Russia, and three ways in which it oppressed them.

	Benefitted	Oppressed
Political		
Economic		
Social		

# Pearson Edexcel

International  
Advanced Level

## History

International Advanced Subsidiary  
Paper 1: Depth Study with Interpretations  
Option 1B: Russia in Revolution, 1881–1917

**Time: 2 hours**

**You do not need any other materials.**

### Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer **TWO** questions.
- Answer the questions in the spaces provided – *there may be more space than you need.*

### Information

- The total mark for this paper is 50.
- The marks for **each** question are shown in brackets – *use this as a guide as to how much time to spend on each question.*

### Advice

- Read each question carefully before you start to answer it.
- Check your answers if you have time at the end.

**Answer TWO questions from the following.  
You must start your answer to your chosen question on the next page.**

**EITHER**

1. Historians differ in their judgements about the nature of the rule of Alexander III.

‘Alexander III was successful in strengthening tsarist rule in Russia in the years 1881–94.’

Assess this view, using your own knowledge of the issue.

**(Total for Question 1 = 25 marks)**

## Practice Exam Paper Mark Scheme

### Generic level descriptors for Paper 1

**AO1 (10 marks):** 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.

**AO3 (15 marks):** Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Mark	Level	Descriptor
0		No rewardable material
1–6	1	<ul style="list-style-type: none"><li>• Simple or generalised statements are made about the view presented in the question.</li><li>• Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the issue in the question.</li><li>• Judgement on the view is assertive, with little supporting evidence.</li></ul>
7–12	2	<ul style="list-style-type: none"><li>• Some understanding of the issue raised by the question is shown and analysis is attempted by describing some points that are relevant.</li><li>• Mostly accurate knowledge is included, but it lacks range or depth and has only implicit links to issues relevant to the question.</li><li>• A judgement on the view is given, but with limited support and the criteria for judgement are left implicit.</li></ul>
13–18	3	<ul style="list-style-type: none"><li>• Understanding and some analysis of the issue raised by the question is shown by selecting and explaining some key points of view that are relevant.</li><li>• Knowledge is included to demonstrate some understanding of the issues raised by the question, but material lacks range or depth.</li><li>• Attempts are made to establish criteria for judgement on the view and to relate the overall judgement to them, although with weak substantiation.</li></ul>
19–25	4	<ul style="list-style-type: none"><li>• Key issues relevant to the question are explored by analysing and explaining the issues of interpretation raised by the claim.</li><li>• Sufficient knowledge is deployed to demonstrate understanding of the issues raised by the question and to meet most of its demands.</li><li>• Valid criteria by which the view can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported.</li></ul>

## Indicative content

1. Historians differ in their judgements about the nature of the rule of Alexander III.

‘Alexander III was successful in strengthening tsarist rule in Russia in the years 1881–94.’

Assess this view, using your own knowledge of the issue.

### Relevant supporting points may include:

- The appointment of land captains who had to be members of the nobility, reducing the powers of the zemstvos and so strengthening tsarist rule.
- Setting up government-controlled courts that operated outside the existing legal system and removing from office judges and magistrates with liberal views.
- Extending the powers of the okhrana and tightening censorship of the press.
- Taking measures (Russification) to suppress nationalist feeling in regions of the empire (for example, Poland) and encouraging programs against racial minorities such as the Jews.

### Evidence countering or modifying this view may include:

- Plekhanov formed the Emancipation of Labour group in 1883 which operated from Switzerland, smuggling Marxist pamphlets into Russia.
- Russification was challenged by national resistance from non-Russians in the empire (for example, in 1888, there were 322 disturbances needing the intervention of the army).
- Ulyanov briefly revived the People’s Will (1886–87).
- The publication of books in national languages was carried on secretly in Finland and Poland.

Other relevant material must be credited.

## Full Student Answers for Model Exam Question

(These are the full student responses to the worked example shown in the PowerPoint slides. Students can use these in conjunction with the PowerPoint display and also as separate resources to improve essay-writing technique.)

Historians have different explanations for Russia's economic development in the years 1891–1903.

'The growth of a rail network was the main reason for Russia's economic development in the years 1891–1903.'

Assess this view, using your own knowledge of the issue.

### Student Response 1

Russia was economically backward when Sergei Witte became Minister of Finance in 1892. He realised that if Russia was to become a powerful nation, it had to industrialise. Witte had had previous experience with Russia's transport industry, and knew how important railways were. He began his career as chief of the Traffic Office of Odessa railways and, despite being blamed for a train accident in 1875, he was appointed Director of State Railways in 1888 and the following year became Director of the Department of Railway Affairs.

In a highly autocratic country like Russia, nothing of importance, like industrialisation, could be done without the approval and support of the tsar. Luckily, the tsar agreed with Witte that Russia had to industrialise. Not only did the tsar want Russia to be able to compete with Britain and the USA as far as trade and a strong economy were concerned, but he could see that industrialisation would enable Russia to build better and more efficient weapons and warships. In these ways Russia could become a powerful nation, and so the tsar gave Witte his support.

The growth of a rail network was very important for Russia's economic development. With thousands of kilometres between mines and foundries, factories and ports, an efficient transport system was essential. In 1891 there were about thirty-one thousand kilometres of track; by 1900 this had nearly doubled. The most important railway was the Trans-Siberian railway that ran between Moscow and Vladivostok because it meant that Siberia's mineral wealth could be used in industrialisation. Railways also helped in the export of Russian goods and the importing of foreign ones. This made the economy grow and people prospered.

An important factor in Russia's economic development was money. Witte negotiated large loans and investments from abroad. In 1897 he put Russia on the gold standard in order to create financial stability and encourage further investment from foreigners. Witte invested the money in factories and foundries, and in the railways that linked them all and enabled the economy to prosper. At the same time as encouraging foreign investment in Russia, Witte prevented a rush of foreign goods into Russia by slapping high tariffs on them. This encouraged the development of Russian industry and the production of Russian goods for sale inside Russia and for export.

Another important factor in the development of the Russian economy was the use of foreign expertise. Witte realised that the expertise needed to build dams and railways, telegraph lines and power plants did not exist in Russia. He encouraged foreign engineers to work in Russia to build and develop the infrastructure that was needed for a successful economy. Railways were part of this infrastructure.

In conclusion, railways were important in the development of Russia's economy in the years 1891–1903. However, other factors like foreign investment and foreign expertise were important, too.

SAMPLE

# Paper 1: Option 1B

Answer **TWO** questions.

Time: 2 hours.

## Assessment Objectives:

### **AO1 = 20 per cent**

Demonstrate, organise and communicate knowledge to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts.

### **AO3 = 30 per cent**

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

## Russia in Revolution, 1881–1917

Historians have different explanations for Russia's economic development in the years 1891–1903.

'The growth of a rail network was the main reason for Russia's economic development in the years 1891–1903.'

Assess this view, using your own knowledge of the issue.

## What is required to get a high mark on this paper?

- ✓ The view expressed in the question must be explored.
- ✓ An alternative to the view in the question must be explored, too.
- ✓ A range of relevant knowledge must be used to explore the question.
- ✓ Judgements on the view expressed in the question must be made, and supported.
- ✓ The judgement must show why one view is more significant than the alternatives.

## History

Model Exam Answers

# Russia in Revolution, 1881–1917



(The responses in this presentation are short versions of full student responses that are available as a separate handout within this pack.)

### Student 1 response

Russia was economically backward when Sergei Witte became Minister of Finance in 1892. He realised that if Russia was to become a powerful nation, it had to industrialise. Witte had had previous experience with Russia's transport industry, and knew how important railways were. He began his career as chief of the Traffic Office of Odessa railways and, despite being blamed for a train accident in 1875, he was appointed Director of State Railways in 1888 and the following year became Director of the Department of Railway Affairs.

All the facts used in this introductory paragraph are correct. However, it does not focus on the question in a direct way. It refers to industrialisation and states that railways were important, but the overall focus is on Witte, not the economic importance of the Russian rail network.

How could you give the introduction a clear focus?

Russia in Revolution,  
1881–1917**Student 1 (continued)**

In a highly autocratic country like Russia, nothing of importance, like industrialisation, could be done without the approval and support of the tsar. Luckily, the tsar agreed with Witte that Russia had to industrialise. Not only did the tsar want Russia to be able to compete with Britain and the USA as far as trade and a strong economy were concerned, but he could see that industrialisation would enable Russia to build better and more efficient weapons and warships.

The student has correctly identified the importance of state backing in economic development and has given a reason for this. However, this is the second paragraph of the response, and the key issue in the question, the development of a rail network, has yet to be addressed.

## Russia in Revolution, 1881–1917

### How did they do?

#### Student 1

This is a level 2 response. Why?

- ✓ Some understanding of the issue raised by the question is shown and analysis is attempted by describing some relevant points.
- ✓ Accurate knowledge is included, but some lacks relevance, and most lacks range and depth.
- ✓ A judgement is given, but it is asserted and not supported.

## Glossary

**April Theses** ten directives, issued by Lenin when he returned to Petrograd in April 1917, instructing the Bolsheviks on how to seize power

**August Manifesto** issued by the tsar in 1905, promising limited concessions

**Bloody Sunday** 22 January 1905: the Imperial Guard fired on unarmed demonstrators

**Bolshevik** name (meaning 'majority') of the party led by Lenin when the Social Democratic Workers' party split in 1903

**Bolshevik Central Committee** governing committee of the Bolshevik Party

**cheka** the Bolshevik secret police

**Constituent Assembly** elected body intended to draw up a constitution for Russia after the tsar was deposed; met once and then dissolved by force by the Bolsheviks in 1918

**duma** the Russian parliament 1906–17

**Emancipation of Labour Group** the first Russian Marxist group founded in 1883; members translated Marxist books into Russian and distributed them

**Empress Alexander** the German wife of Tsar Nicholas II who married him in 1894 when she was 22 years old; she came under the influence of Rasputin when the tsar was at the Front, commanding Russian troops during the First World War, and became extremely unpopular; she was murdered by the Bolsheviks in July 1918, along with the tsar and their five children

**Fundamental Laws** an edict from the tsar in April 1906 confirming the October Manifesto but asserting the tsar's powers over the Duma

**Great Spurt** the rapid industrialisation of Russia in the 1890s, driven by Sergei Witte, minister of finance 1893–1903

**Kornilov Revolt** an attempted military coup in September 1917 by the Commander-in-Chief of the Russian army, General Lavr Kornilov; he attempted, and failed, to overthrow the Provisional Government

**land captains** members of landowning nobility appointed to control peasant villages and townships

**Land Bank** a financial institution set up in 1883 to lend money to peasants, enabling them to buy their own land

**land reform** process of redistributing land from landowners to peasants

**'Liberation'** Union of Liberation: the first major liberal political group in Russia formed in 1904 and dominated by middle-class professionals

**Mensheviks** name (meaning 'minority') of the party led by Plekhanov when the Social Democratic Workers' Party split in 1903; they disagreed with Lenin and the Bolshevik October Revolution in 1917

**Military Revolutionary Committee** organised the armed forces loyal to the Bolsheviks, especially those of the Petrograd soviet

**Milyukov Crisis** a crisis generated by a telegram sent in April 1917 from the foreign minister in the Provisional Government, Pavel Milyukov, to the Allied powers assuring them that Russia would continue to fight in the First World War; this was leaked to the Bolsheviks, who wanted to stop Russian involvement in the war, and created a political crisis

**mir** a traditional Russian rural community that elected its own officials who controlled land use and distribution

## Further Reading

Pearson Edexcel suggests that the chapters in the three books listed below are particularly relevant to the four key topics in the Paper 1 'Russia in Revolution 1881–1917' option.

### Key Topic 1: Political reaction and economic change: Alexander III and Nicholas II, 1881–1903

#### **Communist Russia under Lenin and Stalin**

By C. Corin and T. Fiehn

Publisher: SHP Advanced History Core Texts, Hodder Education (2002); section 1.1

#### **Reaction and Revolution: Russia, 1894–1924**

By M. Lynch

Publisher: Access to History, Hodder Education, 4<sup>th</sup> edition (2015); chapters 1 & 2

#### **Russia in Revolution, 1881–1924: From Autocracy to Dictatorship**

By D. Murphy

Publisher: Pearson Edexcel (2009); introduction & chapter 1

### Key Topic 2: The First Revolution and its impact, 1903–14

#### **Communist Russia under Lenin and Stalin**

By C. Corin and T. Fiehn

Publisher: SHP Advanced History Core Texts, Hodder Education (2002); section 1.1

#### **Reaction and Revolution: Russia, 1894–1924**

By M. Lynch

Publisher: Access to History, Hodder Education, 4<sup>th</sup> edition (2015); chapters 2.4 & 2.5, 3.1–3

#### **Russia in Revolution, 1881–1924: From Autocracy to Dictatorship**

By D. Murphy

Publisher: Pearson Edexcel (2009); chapters 1.5, 2.6