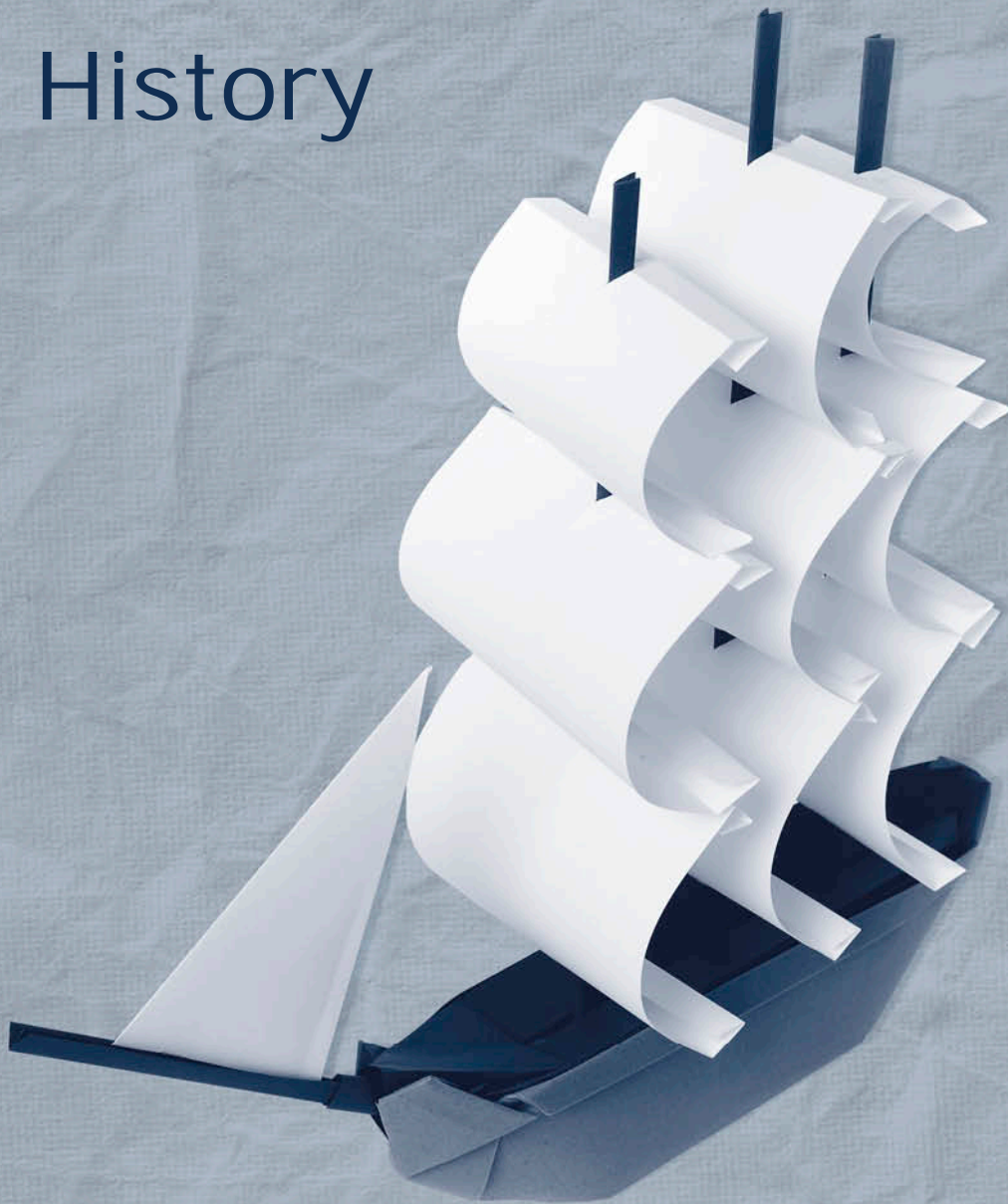


# Pearson Edexcel AS in History



**AS STUDENT EXEMPLAR  
ANSWERS**

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## About this exemplars pack

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This pack has been produced to support History teachers delivering the new AS History specification (first assessment summer 2016). A separate document for the A level specification (first assessment summer 2017) is also being produced.

The pack contains exemplar student responses to AS level History Paper 1 (Sections A and B) and Paper 2 (Section B). It shows real student responses to the questions taken from the sample assessment materials.

The questions covered in this pack address Assessment Objective 1.

Students must:		% in GCE
<b>AO1</b>	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.	60
<b>AO2</b>	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	20
<b>AO3</b>	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	20

Following each question you will find the mark scheme for the band that the student has achieved, with accompanying examiner comments on how the marks have been awarded, and any ways in which the response might have been improved.

## Paper 1, Sections A/B

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### AO1 AS level mark scheme

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>Simple or generalised statements are made about the topic.</li> <li>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>The overall judgement is missing or asserted.</li> <li>There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>Valid criteria by which the question 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> <li>The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Paper 1, Section A, Exemplar script A

### Question 1

Was Henry VIII's lack of a male heir the main reason for reforms to the English Church in the years 1529-40?

From 1529 to 1540, the nature of the English Church changed dramatically. Many different factors influenced King Henry VIII in his drive for reform and revival, and his fervent pursuit of a male heir was crucial in motivating the dramatic religious change that took place up to 1540. However, other individuals, such as Thomas Cromwell, Thomas Cranmer, and Anne Boleyn, with their own individual motives, are also of key importance. The significance of politics and economics is also vital to consider.

Henry VIII's lack of male heir is an important reason for the reforms to the Church, 1529-40. Both Catherine of Aragon's and Anne Boleyn's failure to provide Henry with a male heir was crucial in motivating both religious and political change in England. A male heir was vital; needed to secure the Tudor dynasty and suppress any possibility of noble revolt or challenges to the Tudor reign.

Henry needed to secure an annulment for his marriage to Catherine of Aragon, and arguably the religious reform that followed in the years up to 1540 stems back to this problem. The Royal Supremacy, a significant act of reform in 1534 that rejected the authority of the Pope in England, was undoubtedly driven by Henry VIII's desperation to secure a divorce, and gain a male heir with Anne Boleyn. Boleyn also failed to provide Henry with an heir, and her miscarriages in 1536 were perceived by Henry to be a sign from God – and he concluded that his marriage to her cannot have been blessed by God. It was Henry's need for a male heir that drove Anne's fall from power – the king knew he needed a wife to provide her with a son. Any Church reforms that went with this are ultimately all fuelled by the same desire of Henry's. Carthusian monks, Bishop Fisher and Sir Thomas More were all executed in 1535 in order to crush any opposition to the break with Rome. Any Queen of England's future was utterly dependent on her ability to provide Henry with a son and heir. Henry drove religious reform with this as his central desire.

However, Henry VIII as an individual cannot be deemed solely responsible for the religious change in England, 1529 to 1540. Other individuals were of key influence, and used their power or position to act on personal religious convictions, and crucially, to influence the king's decisions and actions. Anne Boleyn as an individual was hugely important; she had a great influence on Henry, her alluring character along with her own reformist ideas were very consequential in terms of religious change in the 1530s. Henry's growing infatuation with Anne Boleyn, starting in 1526, is arguably what marked the start of the Reformation. Stages of the Reformation can be viewed as measures to secure Henry and Anne's union. The Royal Supremacy seemed the only option to allow for the marriage of Henry and Anne, and this act was passed in November 1534, a year after their marriage took place. This was the first conclusive declaration of reformist ideas in England. Anne herself had adopted reformist ideas whilst being brought up in the French Court, and was responsible for introducing Henry to writings by William Tyndale. These were likely to have partly persuaded Henry to take control of the English Church and convince him that if he did not do so, his powers would be compromised.

Alternatively, Anne could not have brought about the English Reformation completely independently. Other key figures of the Reformation arguably hold more responsibility. Thomas Cromwell played the important role of actually drafting legislation and driving bills through Parliament. His strong belief in the Nation State was a crucial driving force of the Reformation. It was Cromwell in 1532, who brought the acts of the Supplication of the Ordinaries and the Submission of the Clergy before Parliament. Cromwell was responsible for steering legislation that broke English ties

with Rome through Parliament – in doing so he steered England in the direction of Protestant reform. The Act of Restraint of Appeals in 1533 forbade any appeals to Rome, religious or other, and was drafted by Cromwell. This ended the legal authority of the Pope in England, fortifying the foundations for the Reformation in England. These are crucial and legal fundamental actions which Anne Boleyn and the king's desire for an heir could only have influenced indirectly. Therefore whilst Henry had ideas, desires, and his own religious and political convictions, figures such as Cromwell brought the substance of the reform, 1529-1540.

Thomas Cranmer is also an important individual. Cranmer was made Archbishop of Canterbury in 1533, and so he held a seat in the House of Lords and was therefore able to promote the legislation that established the Royal Supremacy. It was also Cranmer who pronounced Henry's first marriage to be null and void, setting the stage for his marriage to Anne and the separation from Rome.

It can also be argued that broader issues of politics, religion and the economy were key in motivating reform. The state of the English Church was important – declining standards of the monasteries, excessive sales of indulgences and accusations of pluralism and breaking the vows of chastity were just some brought against the clergy. This would have created the feeling in pre-Reformation England for change and reform. Henry was undoubtedly influenced by the state of his kingdom. It is arguable that the state and movements of a whole nation would have had a greater effect than one personal desire on behalf of the king, or than the character or influence of any individual. The importance of financial wealth is also vital – there were fundamental financial motives for the Reformation. Cromwell and Henry were aware that money from the Dissolution of the monasteries could be used for defence and would tie a new landowning class into Henry's religious changes. It was when the full extent of monastic wealth had been revealed in *Valor Ecclesiasticus* in 1535, that Cromwell and Henry decided to progress with the dissolution. It is also arguable that many aspects of the Reformation were politically motivated. The Dissolution, for example, could be viewed as a political decision brought about by the Pilgrimage of Grace, which had revealed the monasteries as dangerous centres of Catholicism. Therefore, as well as Henry VIII's need for a male heir, the wider context of England's religious and political environment is also a vital factor in dividing the Reformation.

In conclusion, the overarching influence of many factors must be considered. Not one factor alone could have triggered such a monumental shift in religious policy. Henry's desire for a male heir to secure his dynasty was of fundamental importance, but it cannot be deemed the sole cause of religious reform from 1529-1540. Without figures such as Cromwell and Cranmer, there would have been no legal substance for the Reformation, no drive behind its Reformist policies, and therefore no Reformation to begin with. Causes are interlinked, and the background stirring mood of England is also important in bringing about a cause for reform. Whilst Henry's need for a son was a crucial personal motivation, hugely responsible for influencing Reformist policies. However many factors were at play – the king's lack of heir was only one reason, that only when combined with others, affected religious change for 1529-1540.

**Marker's Comments:**

Very well organised, has a clear and persuasive line of development, and communication skills are excellent. Key issues are explored along with the relationship between them, notably on Henry's financial demands. All the material offered is accurate, and there is a high level of analysis at work throughout the answer. Almost all the points made in the indicative content of the mark scheme have been addressed. An impressive response.

Level 4 answer.

Level	Mark	Descriptor
4	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question 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> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Paper 1, Section B, Exemplar script B

### Question 3

Wolsey and Cromwell were Henry VIII's chief ministers in the years 1514-40. To what extent did royal power grow in the years 1514-40?

In the years 1514 to 1540, Henry VIII had to rule an ever changing country and to try to maintain peace and order. In order to do this, Henry was assisted, firstly by Wolsey and then Cromwell. These men worked alongside Henry to benefit the crown and to develop royal power.

Wolsey worked for Henry from the start of his reign in 1509, until his execution in 1530. Wolsey helped to develop royal power, mainly through foreign policy. Wolsey made successful campaigns, like the Field of the Cloth of Gold and the Treaty of London, which made royal power grow as it gained the country, and Henry, influence, through alliances and demonstrations of power, lessening the threat of being over powered or invaded. Wolsey was greatly involved in the Field of the Cloth of Gold. This was an attempt to gain an alliance with France – which would end anti-Franco regime. The event was one of splendour to demonstrate the crowns existing power, and to win over the French king. For example, a palace with a chapel, galleries, suites and fountains was built for the English Royal family to stay in whilst in France. This was a visual of the wealth of the crown and showed the French king, the types of benefits an alliance would hold. Wolsey was able to obtain alliances with both Spain and France; two of the most powerful and influential countries at the time. This meant that England was safe from potential threats and that the royal power grew to financial and military support.

Wolsey was unable to gain influence and support in the English Court, due to his failures with religious and political growth and development. This was shown through his failure to get an annulment for Henry and Catherine of Aragon's marriage. This failure led to Wolsey being executed in November 1530. After this, Wolsey's protégée, Thomas Cromwell took over his position.

Cromwell achieved what Wolsey couldn't, and made royal power grow through politics. Firstly, he was able to assist in the annulment of the Kings marriage by going through parliament, which undermined the power of the church and made the divorce a legal process. Then Cromwell modernised the Tudor Government creating revolutionary Government bodies which helped assist the king. For example, the Privy Council was re-established in 1536 and their role was depended on by the king. They helped advise the king, administer the state, control national finance and enforce law and order across England. This role meant that the power of the Crown, was felt throughout the Country, making the kings rulings and presence stronger to his subjects. This meant that the royal power grew throughout the country, without the king needing to go on tours. However, it could be argued that as the king now had delegated nobles and politicians in these roles, that tasks that should've been completed or overseen by the king weren't, thus meaning that royal power was decreasing.

Cromwell was able to influence the royal power, through religion too. Due to the divorce, the king had become Head of the Church, as well as the Head of State, due to the Act of Supremacy. This meant that the king had power, not just in politics, but also in matters of the church. This meant the king had power over Rome, his court and his people and was seen to be directly answerable to God alone. This therefore showed that, on the grounds of religion, royal power was ultimately at its highest.

In conclusion, while Wolsey assisted Henry, the royal power only extended to succeeding in gaining foreign alliances. However royal power grew rapidly once Cromwell took over, with royal power being boosted through a strengthened

centralised government and through a reforming church. This means that the main growth in royal power started in 1530, with the assistance of Thomas Cromwell.

**Marker's Comments:**

This answer understands the concept of power and has established criteria to measure it against. This answer did drift off focus in places but did always pull it back at some point and made some judgments. There is not an even discussion in this essay, there seems to be more detail and knowledge about Cromwell than on Wolsey and the counter argument seems to be lacking.

Level 3 answer.

Level	Mark	Descriptor
3	11–16	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>

## Paper 1, Section B, Exemplar script C

### Question 3

Wolsey and Cromwell were Henry VIII's chief ministers in the years 1514-40.  
To what extent did royal power grow in the years 1514-40?

Henry VIII's lack of interest in administrative affairs meant that he delegated many decisions and powers to Wolsey and Cromwell, his chief ministers from 1514-1540. However, this actually increased royal power to a large extent in this period.

With Wolsey as his chief minister from 1514-1529, royal power grew to a certain extent. Wolsey introduced a new subsidy, which was more accurate than the fifteenths and tenths tax. This raised Henry a considerable amount of money, yet was perceived as fair by the public. This increased royal power because it meant that Henry had more funds available, after spending much of his money on his war with France from 1512-1514, so Henry would be in a better position for a future war. Furthermore, Wolsey and Henry VIII continued Henry VIII's policy of being strict on nobles, having Buckingham executed for boasting about his royal blood. Wolsey also spied on Henry's close friend Charles Brandon, on request from Henry, highlighting how the nobility were kept in check, meaning that Henry and Wolsey had the most power. Whilst it can be seen that the rise of Wolsey meant royal power decreased, Henry always maintained overall power. This is illustrated by Wolsey agreeing to go to war with France in 1522-23 despite being a humanist and Henry ordering Wolsey's execution in 1529 for his failure to annul his marriage. This reveals that royal power grew as Wolsey in general, had to adapt his policies to suit Henry's wishes, but simultaneously was a scapegoat for the king, who could blame failures on him, as is highlighted by the Amicable Grant. This shows that Wolsey was responsible for increasing royal power, but that Henry maintained overall power.

However, whilst Henry maintained overall power from 1514-1529, it appears that at times Wolsey was able to dictate policy, suggesting that, to a limited extent, royal power did not grow. A prime example of this was the 1518 Treaty of London – a perpetual peace treaty signed by 24 countries. Henry favoured glory through war rather than peace, suggesting that the Treaty of London was Wolsey's idea. However, this treaty did increase England's status, so Henry would almost certainly have been relatively satisfied with this. An area in which royal power did not increase from 1515-29 was in matters spiritual. When Henry wished to obtain an annulment from Pope Clement VII to annul his marriage to Catherine of Aragon, he was unable to do so, for a variety of reasons. This led to Wolsey's downfall and highlights his main failure in increasing royal power. Whilst royal power in matters temporal increased from 1514-29, it did not in matters spiritual.

In 1530, when Cromwell became chief minister he set out to achieve what Wolsey had failed to do – increase royal power in matters spiritual – and he did so to a large extent. Cromwell was responsible for passing numerous anti-clerical acts in Parliament, such as the 1532 Supplication against the Ordinaries. Cromwell was also able to annul Henry's marriage to Catherine, and marry Henry to Anne Boleyn in 1533, albeit without the Pope's approval. However, his master stroke was to pass the 1534 Act of Supremacy, which made Henry the head of the Church in England and not the Pope. Cromwell had now given Henry almost complete power over the English Church and clergy, as was highlighted by the dissolution of the monasteries, which also increased Henry's finances. However, there was resistance. In 1536, between 30,000 and 40,000 people rebelled against Cromwell, religious changes and taxes in the Pilgrimage of Grace. This posed a significant threat to Henry as he had to negotiate, rather than simply defeat the rebels. Despite this, Henry later had the leaders executed and went back on his promises. This shows that although there was resistance, Cromwell increased royal power over the Church hugely.

Cromwell also further increased Henry's power over matters temporal to a certain extent. Cromwell centralised government considerably, removing remaining freedoms, such as the Bishop of Durham's power over Durham. The use of Parliament to pass his acts of Reformation added legitimacy to these changes and the concept of king-in-Parliament came, with Henry working with Parliament, who primarily agreed with him on the majority of issues, to enact changes. However whilst in the short-term these changes increased royal power as Henry was a strong monarch, these changes would pose challenges to royal power in the future. Nonetheless up until 1540, royal power over matters temporal increased to a certain extent.

Overall, royal power increased to a large extent in the period 1514-40. Wolsey was able to increase royal power through limiting the power of nobles, improving the king's finances and enhancing Henry's status abroad. However, his downfall reflected his failure to increase royal power over the Church, an area in which Cromwell was hugely successful, making Henry the Supreme Head of the Church. Cromwell's government reforms also increased royal power as England and Wales became more centralised, yet those reforms would have the opposite effect in the futures. Whilst it may appear that Wolsey and Cromwell were in power in this period, they only had as much power as Henry allowed them to and their downfalls highlighted that Henry was still in charge.

**Marker's comments:**

This is a well organised answer with a good level of accurate, relevant knowledge evident, it is very focused. It makes evaluative judgments throughout and does not just wait till the conclusion to draw the arguments together. There is a discussion of power and the criteria used to measure it.

Level 4 answer.

Level	Mark	Descriptor
4	17–20	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>Valid criteria by which the question 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> <li>The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Paper 2, Section B

### AO1 AS level mark scheme

Note that this is the same mark scheme used in Paper 1 Sections A and B.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>Simple or generalised statements are made about the topic.</li> <li>Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question.</li> <li>The overall judgement is missing or asserted.</li> <li>There is little, if any, evidence of attempts to structure the answer, and the answer overall lacks coherence and precision.</li> </ul>
2	5–10	<ul style="list-style-type: none"> <li>There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li> <li>Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li> <li>An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li> <li>The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li> </ul>
3	11–16	<ul style="list-style-type: none"> <li>There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>
4	17–20	<ul style="list-style-type: none"> <li>Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>Valid criteria by which the question 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> <li>The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Paper 2, Section B, Exemplar Script D

### Question 7

How far was popular discontent over food shortages responsible for the collapse of the Tsarist regime in 1917?

In 1917, there were many factors for the collapse of the Tsarist regime, the war, coupled with the economy and Long Term discontent had led people to their brink.

Food shortages helped cause the February revolution. After Stolypen and Witte's reforms in the mid 1910's, the Russian economy was growing steady, however, the onset of WWI caused a huge rise in demand for men, arms and food for the military. As more men were taken from farms to fight, less food could be produced.

In conjunction, less food led to high prices, and rations. Rations caused hunger and bread lines, bread lines turned to protest. Initially the protests were against the war; however the demonstrators were evolving to be anti-Tsarist.

On the other hand, long term discontent played a huge factor in the fall of the Tsar. When Nicholas II gained power in 1895, people hoped for change. However, this did not come until the disaster of the yellow sea in 1905. In 1905, the Tsar was forced to create the Duma; however his finger marks were all over it. People were desperate for change, and many people wanted revolution.

In conjunction, the war helped seal the fate of the Tsar. Not only was the war futile for the masses, but Nicholas was at the front commanding the troops. The meant that in Petrograd, the protests and demands were left to over boil, forcing the Tsar home. When his train was blocked however, all but one commander asked him to resign.

Finally, the Tsars loss of control over the army was the final nail in the coffin for the Tsar. The reason that the Tsar had control in 1905, was that he still controlled the army, however, long years of fights broke the loyalty of the troops, who initially refused to resist the protestors, but later actually joined them. Once you lost control of the army, you lost control of the country.

Evidently the evidence presented, I can say that popular discontent was the flash in the pan for the revolution. People were upset with the regime, upset with the war and upset with food shortages. However the revolution would not have been successful unless the army sided with the protestors, which they ultimately did.

**Marker's comments:**

The answer provides only a limited analysis of some key features with knowledge that lacks range and depth. It also attempts to make an overall judgment but with limited substantiation. Quite brief too for the time allowed.

Level 2 answer.

Level	Mark	Descriptor
2	5–10	<ul style="list-style-type: none"><li>• There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the focus of the question.</li><li>• Mostly accurate and relevant knowledge is included, but lacks range or depth and has only implicit links to the demands and conceptual focus of the question.</li><li>• An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit.</li><li>• The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision.</li></ul>

## Paper 2, Section B, Exemplar Script E

### Question 7

How far was popular discontent over food shortages responsible for the collapse of the Tsarist regime in 1917?

In 1917 the situation Russia was in had dramatically worsened, the war was building, food supplies were diminishing and popular discontent was growing. Many historians argue that it was this discontent triggered by the food shortage that caused the collapse of the Tsarist regime in 1917. However, others believe that it was the war, the economy, the rule of Nicholas II or the long term discontent.

In 1917 there were food shortages spreading across Russia due to the worsening war economy. The shortages led to increased discontent in the cities with bread lines turning into riots. It was these riots in St Petersburg that developed into the centre of the 1917 February Revolution. This shows how the anger and distress of the food shortages could be seen as being responsible for the downfall of the Tsarist regime.

These food shortages, however, were due to the devastated economy caused by the war. The war had huge effects on Russia, the economy was weakened, 8 million troops were lost and it worsened agricultural production. Many view the war as the trigger of the revolution as it sparked national discontent and rebuilt 'the fires of revolution' leading to the collapse of the Tsarist regime in 1917.

Similarly, the effects of the war were made worse by the rule of the unprepared, unqualified Tsar Nicholas II. His poor judgement was evident throughout his whole reign; when he became Tsar he cried he introduced the Duma then removed it as he didn't like it; he fought for autocracy and ignored the demands of his people and in 1915 he removed his uncle as commander of the army and went to the frontline to take charge himself (with no military experience). This all shows that he was unfit to rule a country such as Russia during such demanding times. His ignorance as a leader led to the growth in revolutionary groups who eventually drove the revolution.

These revolutionary groups carried the long term discontent of the people into the revolution. They used the discontent of the Tsarist regime caused by the brutal suppression of all views not agreed with by the Tsar. This can be seen in the 1912 Lena Goldfield riots. Likewise the Tsar lost not only the support of the elite but of the army. This was hugely significant as the only reason the regime survived in 1905 was due to the support and protection of the army. Revolutionary groups also promised answers to the people's long-term discontent, Lenin promised 'Peace, Bread and Land' where as what they were receiving from the Tsar was the opposite. This shows how the long-term anger towards the regime along with the growing support of revolutionary groups played a significant role in causing the 1917 revolution.

On balance, the evidence suggests that the view expressed in the question is partially correct. This is clear because popular discontent with food shortages did add fuel to the revolutionary fire but it was more the long-term discontent with the Tsarist regime and the rule of an ignorant leader that were truly responsible for the revolution. However, this prolonged anger would probably not have led to the collapse of the Tsarist regime in 1917 if it hadn't of been for the devastating effects of the war (such as food shortages). None the less the strength of evidence implies that the discontent of years of Tsarist rule drove the 1917 revolution.

**Marker's comments:**

The argument is logical and communicated in a generally clear way. Key relevant issues are explored (although treatment is uneven) and sufficient knowledge is deployed. Valid criteria are established and applied in coming to an overall, partly substantiated judgement.

Level 4 answer.

Level	Mark	Descriptor
4	17–20	<ul style="list-style-type: none"> <li>• Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven.</li> <li>• Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question and to meet most of its demands.</li> <li>• Valid criteria by which the question 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> <li>• The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision.</li> </ul>

## Paper 2, Section B, Exemplar Script F

### Question 7

How far was popular discontent over food shortages responsible for the collapse of the Tsarist regime in 1917?

The situation in February 1917 was not good. 65 million went to war, 10 million died, 20 million ended up an orphan and another 20 million ended up maimed, crippled or wounded. There was massive catastrophe in Europe. In Petrograd there was massive bread queues where people would queue all night for a loaf of bread. When people heard bread was being held back from them people started to riot.

Popular discontent on food shortages led to, on the 23<sup>rd</sup> February, women coming out of the factories and on to the streets to start complaining about the lack of bread. The men then joined in with these strikes. Eventually protests grew larger and louder with 1000 workers on strike. The strikes however show the role of Nicholas II was a very important role in the collapse of the Tsarist regime as instead of listening to the demands of the protestors he simply brought in the army and told them to bring out the machine guns. This however failed to end the protests. The Cossaks, peasant army soldiers, were then brought in to help the battle as they were seen as loyal to the Tsar. They ended up turning against him as they were peasant people too and did not like seeing the state the people were in. With the loss of the Cossaks Nicholas's defense system grew weaker. The army then mutinied and Nicholas has lost all of his defensive power. With no one left to defend him the Tsar was left weak and told to abdicate. Popular discontent on food shortages was only a factor which led to the collapse of the Tsarist regime in 1917. The role of Nicholas II and the bad decisions he made led to the collapse of the Tsarist regime. However without food shortages there wouldn't have been a strike and therefore the support of the Cossaks and the army wouldn't have gone. This leads me onto my next point, the war.

The war was going horribly unwell for the Russians and there was beginning to be an increasingly large death toll. This had a negative effect on the Russian people and made their Moral Law. They blamed the Tsar for continuing to fight on the offensive. This again links to the role of Nicholas II. If he had only listened to the Russian people and fought on the defensive then they might have not been so discontent on the way Russia was being run. Overall the war led to a horrible amount of deaths and Nicholas II's belief to continue to fight the war on the offensive only continued to increase these numbers. The war had a terrible knock on effect on the war. It led to high levels of unemployment and increasing poverty. The economic situation was the reason why food shortages were in place meaning food shortages were only part of the problem which the war and economic situation had caused. The economic situation continued to deteriorate and the government's popularity waned.

To conclude food shortages were only a little bit responsible for the collapse of the Tsarist regime in 1917. They led to strikes however it was the role of Nicholas the first and how he dealt with the situation that led to the Cossaks abandoning him and the army mutiny. With no defense against the Russian people he was told to abdicate.

**Marker's comments:**

This answer offers some analysis of, and attempts to explain the links between some of the relevant key features, although descriptive passages are included. Mostly accurate and relevant knowledge is included (reasonable range but lacks depth) and the general trend of the argument is clear. An attempt is also made to establish criteria for judgement.

Level 3 answer.

Level	Mark	Descriptor
3	11–16	<ul style="list-style-type: none"> <li>• There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included.</li> <li>• Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth.</li> <li>• Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation.</li> <li>• The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision.</li> </ul>