

GCE

History A

Unit : Y219/01 Russia 1894 - 1941

Advanced GCE

Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.















All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Unclear
	View

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix

MARK SCHEME Section A

Question	Answer/Indicative content	Mark	Guidance
1 (a)	<p>Which of the following was of greater importance in the introduction of the NEP?</p> <p>(i) The Kronstadt Rising (ii) Famine in the countryside</p> <p>Explain your answer with reference to both (i) and (ii)</p> <p>1. In dealing with The Kronstadt Rising, answers might consider the fact that it represented a serious threat to the survival of the regime.</p> <ul style="list-style-type: none"> • Answers might argue that it was led by two prominent Bolsheviks against War Communism. • Answers might argue that Lenin saw it as a serious threat and needed to introduce economic reform to appease the workers. • Answers might argue that ultimately the Kronstadt rising was crushed and so there was no need to change course. <p>2.</p> <p>3. In dealing with famine in the countryside, answers might argue that the scale of 5 million deaths meant that an alternative was needed.</p> <ul style="list-style-type: none"> • Answers might argue that the famine had led to foreign aid being accepted, which weakened Lenin's reputation and standing. • Answers might argue that, despite the famine, Lenin only introduced the NEP following Kronstadt. • Answers might argue that, even despite the famine, leading Bolsheviks did not advocate change. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.

1	(b)*	<p>How important was the First World War in the abdication of Nicholas II in 1917?</p> <p>4. In arguing it was important, answers might argue that the war crippled the Russian economy.</p> <ul style="list-style-type: none"> • Answers might argue that the war led to a decrease in food supplies and hunger in the major cities. • Answers might argue that the war had a striking impact on transportation, which hindered the running of the country. • Answers might argue that the war turned the army against the Tsar, especially from when he took sole command. • Answers might argue that a combination of all of the above led to a great weakening of morale and faith in the Tsar from the population. <p>5.</p> <p>6. In arguing that it was not important, answers might argue there had been a gradual increase in Opposition to the Tsar, which would have taken place with or without the war. This was aimed at the incompetency of his ministers.</p> <ul style="list-style-type: none"> • Answers might argue that the nature of autocracy was more important, as it failed to recognize the Duma as a separate element of political power. • Answers might argue that Nicholas II was to blame, due to his character and upbringing. • Answers might argue that Rasputin played a role in developing opposition to the dynasty. • Answers might refer to peasant and rural uprisings. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on “importance” but at Level 4 may simply list reasons. • At Level 5 and above there will be judgement as to the level of extent. • At higher levels candidates might establish criteria against which to measure “importance”. • To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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2	(a)	<p>Which of the following had a greater impact on the fall of the Provisional Government in November 1917? (i) The Kornilov Revolt (ii) The actions of Lenin Explain your answer with reference to both (i) and (ii)</p> <p>7. In dealing with the Kornilov Revolt, answers might argue the fact that it undermined the Provisional Government as it showed division.</p> <ul style="list-style-type: none"> • Answers might argue that it led to the arming of the Bolsheviks by Kerensky. • Answers might argue that it revealed the political weakness of the Provisional Government. • Answers might argue that it diverted people's attention from the failures of the July Days, and re-established their standing. <p>8.</p> <p>9. In dealing with Lenin, answers might argue the fact that he dominated the Bolshevik Party, driving it forward in the Autumn of 1917.</p> <ul style="list-style-type: none"> • Answers might argue that Lenin exploited the weaknesses of the Provisional Government and adapted his ideology to the state of Russia in 1917. • Answers might argue that Lenin, however, was frequently absent, either in hiding or in exile, in 1917. • Answers might argue that the ground work for revolution had not been done by Lenin, but in fact the workers in the cities, who felt let down by the Provisional Government in the wake of the Kornilov Revolt. 	10	<ul style="list-style-type: none"> • No set answer is expected • Judgement must be supported by relevant and accurate material. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or take a continually comparative approach. Either approach is acceptable. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme.
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2	(b)*	<p>Assess the importance of the purges in maintaining Stalin's control over the USSR in the period 1929-1941.</p> <p>10. In arguing it was the purges,</p> <ul style="list-style-type: none"> • Answers might argue that they were important in creating an atmosphere of fear across the country, through the use of the secret police, labour camps and show trials. • Answers might argue that they allowed Stalin to remove all old Bolsheviks, securing his power base. • Answers might argue that the purge of the army did not allow him to maintain control as it weakened his armed forces in preparation for war. • Answers might argue that the purges allowed Stalin to impose control over the national minorities. <p>11.</p> <p>12. In arguing that it was other factors,</p> <ul style="list-style-type: none"> • Answers might argue that Stalin utilised culture as a method of control, for example the imposition of Socialist Realism. • Answers might argue that the Cult of Personality was vital in maintaining control. • Answers might argue that propaganda and the youth organisations allowed Stalin to establish control. • Answers might argue that economic measures were a method of control. 	20	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates will focus on "importance" but at Level 4 may simply list reasons. • At Level 5 and above there will be judgement as to the level of importance • At higher levels candidates might establish criteria against which to measure "importance" • To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions. • Knowledge must not be credited in isolation, it should only be credited where it is used as the basis for analysis and evaluation, in line with descriptions in the levels mark scheme
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APPENDIX 1 – this contains the generic mark scheme grids.

	<i>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.</i>
	13. Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]
14. Level 6 9–10 marks	15. Both factors are thoroughly analysed and evaluated using accurate and detailed knowledge and understanding of key features of the period, in order to reach a developed and substantiated judgement in relation to the question.
16. Level 5 7–8 marks	17. Both factors are analysed and evaluated using generally accurate and detailed knowledge and understanding of key features of the period, in order to reach a substantiated judgement in relation to the question.
18. Level 4 5–6 marks	19. Both factors are analysed and evaluated using relevant knowledge and understanding of key features of the period, however treatment of factors may be un-even with analysis and evaluation of one of the two being only partial. Analysis and evaluation is used to support a reasonable judgement in relation to the question.
20. Level 3 3–4 marks	21. Both factors are analysed and evaluated in a partial way, using some relevant knowledge of key features of the period, in order to make a basic judgement in relation to the question.
22. Level 2 2 marks	23. Limited and generalised knowledge of the period is used to attempt a limited analysis or evaluation of both factors, and this is linked to a very simplistic judgement.
24. Level 1 1 mark	25. Very limited and generalised knowledge of the period is used to attempt a very limited analysis or evaluation of one of the factors. The other factor is either not considered or there is very limited information or description of the factor with no attempt to use this knowledge. If there is a judgement, this takes the form of assertion.
26. 0 marks	27. Nothing of any relevance to the factors.

	<i>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.</i>
	Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]
Level 6 17–20 marks	There is a consistent focus on the question throughout the answer. Accurate and detailed knowledge and understanding is demonstrated throughout the answer and is consistently evaluated and analysed in order to reach substantiated, developed and sustained judgements. There is a well-developed and sustained line of reasoning which is coherent and logically structured. The information presented is entirely relevant and substantiated.
Level 5 13–16 marks	There is a mostly consistent focus on the question. Generally accurate and detailed knowledge and understanding is demonstrated through most of the answer and is evaluated and analysed in order to reach substantiated judgements, but these are not consistently well-developed. There is a well-developed line of reasoning which is clear and logically structured. The information presented is relevant and in the most part substantiated.
Level 4 10–12 marks	The question is generally addressed. Generally accurate and sometimes detailed knowledge and understanding is demonstrated through most of the answer with evaluation and some analysis, and this is used appropriately to support the judgements that are made. There is a line of reasoning presented with some structure. The information presented is in the most-part relevant and supported by some evidence.
Level 3 7–9 marks	The question is partially addressed. There is demonstration of some relevant knowledge and understanding, which is evaluated and analysed in parts of the answer, but in places knowledge is imparted rather than being used. The analysis is appropriately linked to the judgements made, though the way in which it supports the judgements may not always be made explicit. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 4–6 marks	The focus is more on the topic than the specific demands of the question. Knowledge and understanding is limited and not well used, with only limited evaluation and analysis, which is only sometimes linked appropriately to the judgements made. The information has some relevance, but is communicated in an unstructured way. The information is supported by limited evidence and the relationship to the evidence may not be clear.
Level 1 1–3 marks	The answer relates to the topic but not the specific question. The answer contains only very limited relevant knowledge which is evaluated and analysed in a very limited way. Judgements are unsupported and are not linked to analysis. Relevant knowledge is limited, generalised and poorly used; attempts at argument are no more than assertion. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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