

GCE

History A

Unit : Y318/01 Russia and its Rulers 1855 - 1964

Advanced GCE

Mark Scheme for June 2017

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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.

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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
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

MARK SCHEME Section A

Question	Answer	Marks	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the reasons why the Provisional Government was overthrown.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that it was overthrown due to its own weaknesses. In particular its failure to deal with the land question, which led to peasant disturbance. Answers might also argue that it was due to long term issues, such as the war.</p> <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that this view is flawed due to the fact that the Provisional Government had attempted to address the Land Question through the Land Commission. They might argue that the Land Question had been a perennial issue for the rulers of Russia and that this alone fails to provide justification for their overthrow. • Answers might argue that the Provisional Government was never meant to last, and therefore it had no need to look for acceptance from the Russian population. • Answers might argue that Interpretation A is more justified as the Provisional Government was made up of landed classes who clearly did not want to redistribute the land. This weakness allowed the Bolsheviks to gain peasant support and backing. • Answers might argue that politically it was weak 	30	<ul style="list-style-type: none"> • No set answer is expected • At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • To be valid, judgements must be supported by relevant and accurate material. • Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme <p>1.</p>

	<p>as it had emerged from the Duma and that the population regarded it as a continuation from this period.</p> <ul style="list-style-type: none"> Answers might argue that the Kornilov Affair reflects the long term weaknesses of the Provisional Government and its failure to gain the support of the military. <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the overthrow took place due to pressure from the working class and the strength of the Bolsheviks in manipulating the situation.</p> <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> Answers might argue that the view is valid due to the strength of Lenin’s leadership and the influence of Trotsky on the MRC. Answers might argue that interpretation B is valid because of the incapability of Russia to fight a war when there was no output from factories. Answers might argue that B is correct because of the way the Bolsheviks seized power, in effect a coup d’etat, and their dominance of the Petrograd Soviet due to waning interest. Answers might argue that the Bolsheviks were weakened severely by the July Days, when workers were pleading for their help. Answers might also argue that, despite the MRC, it was the weaknesses of the Provisional Government which enabled them to be in a position to seize power, such as after the Kornilov Affair and Kerensky allowing Lenin to return to Russia. 	
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Question	Answer	Marks	Guidance
2	<p>Mark Scheme Section B</p> <p>“Lenin advanced the rights of the nationalities more than any other leader in the period from 1855-1964.”How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the Treaty of Brest-Litovsk freed certain groups, such as the Finns and the Poles.</p> <p>Answers might consider the creation of the USSR which granted political rights to the nationalities and their own parliaments.</p> <p>Answers might consider the establishment of Comintern.</p> <p>Answers might consider that the introduction of the Cheka and the increased use of terror did not advance the rights of the nationalities.</p> <p>In challenging the hypothesis in the question, it might be argued that the Great Reforms of Alexander II gave freedom to certain groups.</p> <p>Answers might consider that the policy of Russification under Alexander III and Nicholas II did not advance rights, and therefore in comparison Lenin did.</p> <p>Answers might consider that the Provisional Government was committed to certain freedoms, such as speech, assembly and the lifting of propaganda restrictions which extended to the nationalities. They also lifted the policy of Russification.</p> <p>Answers might consider Stalin’s economic policies which decimated the Ukraine. They may also refer to the Terror which had a great impact</p>	25	<p>No set answer is expected</p> <p>At higher levels answers might establish criteria against which to judge</p> <p>To be valid, judgements must be supported by relevant and accurate material.</p> <p>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.</p>

3*		<p>and the Second World War, for instance the impact on Poland and the Ukraine and the following seizure of Eastern Europe and the positive and negative impact of that on the rights of the nationalities.</p> <p>Answers might consider that Khrushchev attempted to destalinise his relations with Eastern Europe, but in essence still persecuted and hindered their rights, for instance in Poland, Berlin and Hungary</p> <p>How far do you agree that the Crimean War had a greater impact on the economy of Russia in the period 1855-1964 than any other war?</p> <p>In supporting the hypothesis in the question, Answers might consider the Emancipation of the Serfs.</p> <p>Answers might consider that the War led to the policies of Reutern and the growth of the railways.</p> <p>Answers might consider that working conditions failed to improve for the peasants in that, despite their Emancipation, they were still tied to the land due to redemption payments.</p> <p>Answers might consider that there was still a lack of an entrepreneurial class, with heavy state investment and poor working conditions in the cities.</p> <p>In challenging the hypothesis in the question, Answers might consider the agricultural changes under Witte and the removal of redemption payments which came out of the 1905 Russian-Japanese War and/or the 1905 Revolution.</p> <p>Answers might consider the Civil War and the</p>	25	<p>No set answer is expected</p> <p>At higher levels answers might establish criteria against which to judge</p> <p>To be valid, judgements must be supported by relevant and accurate material.</p> <p>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.</p>
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4*		<p>changing focus from War Communism to NEP. Answers might consider the impact that the Second World War had a great impact on Stalin, pressuring him to introduce collectivization and industrialization. Answers might consider that it was the Cold War which was the greatest turning point, moving focus away from heavy industry to light industry, and the creation of the space and arms races.</p> <p>To what extent did the Fundamental Laws of 1906 change Russian government more than any other event in the period 1855-1964?</p> <p>In supporting the hypothesis in the question, answers might consider that it was the first time that there had been a national parliament, the Duma. Answers might consider that the scale of repression was supposedly reduced, for instance censorship was lightened. Answers might consider that, despite the Fundamental Laws, the principal of autocracy was not reduced. Answers might consider that repression still continued following the Fundamental Laws.</p> <p>In challenging the hypothesis in the question, Answers might consider that the introduction of the <i>zemstvo</i> under Alexander II or the structural changes under the Bolsheviks were greater changes. Answers might consider the ideological changes that took place in February 1917 and October 1917 in the way the government was run. Answers might consider that the period of Dual</p>	25	<p>No set answer is expected At higher levels answers might establish criteria against which to judge To be valid, judgements must be supported by relevant and accurate material. 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.</p>
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		<p>Power in 1917, or Khrushchev's initial period in office between 1953 and 1956 were greater changes.</p> <p>Answers might consider that ideologically there was no change in Russian government as all leaders were autocratic.</p> <p>Answers might consider that Stalin's Terror was a greater change in terms of repression.</p>		
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APPENDIX 1 – this contains the generic mark scheme grids

	<i>AO3: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	Generic mark scheme for Section A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<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 Section B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. 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 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. 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 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. 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 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. 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 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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