



GCE

History A

Y249/01: Russia 1894-1941

Advanced Subsidiary GCE

Mark Scheme for June 2019

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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.

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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
	Provenance
	Simple comment
	Unclear
	View

1*		To what extent were the attitudes and actions of Nicholas II the cause of the 1905 revolution? • In arguing that Nicholas II's weaknesses led to the February revolution, answers might consider the tsarist policy of repression. • Answers might argue that the war against Japan was a failure and contributed to the general discontent. • Answers might consider the influence of Pobedonostsev on Nicholas. • Answers might argue that Russification was deeply unpopular. • In arguing that it was not Nicholas II answers might consider the role of revolutionary groups. • Answers might consider the events of 'Bloody Sunday'. • Answers might argue that the war in Japan became a factor due to the incompetence of military commanders. • Answers might argue that the revolution was caused, in part, by economic factors. • Answers might consider the effect of social factors – land hunger in the countryside and slum conditions in the towns. • Answers might argue that the Church hindered development.	30	• No set answer is expected. • At Level 5 there will be a judgement as to the level of extent • At Level 5 answers might establish criteria against which to judge extent. • To be valid, judgements 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 mark scheme.
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Question	Answer	Marks	Guidance
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2*		To what extent did Lenin’s achieve his economic aims in the period 1918-1924? In arguing that they did achieve their aims, answers might argue that War Communism enabled the Bolsheviks to win the Civil War. - Answers might argue that the control of the industrial heartland of Russia during the Civil War enabled his aims to be achieved. - Answers might argue that the NEP allowed the Bolsheviks to consolidate their power after the Civil War. - Answers might argue that the NEP led to growth and an economic balance. In arguing that they did not achieve their aims answers might consider the removal of War Communism after the Civil War due to famine. - Answers might argue that the failure of his economic aims during the Civil War was represented by the Green Army. - Answers might argue that the NEP was not ideologically sound and led to factions. - Answers might refer to the ‘scissors crisis’.	30	- No set answer is expected. - At Level 5 there will be a judgement as to the extent of achievement - At Level 5 answers might establish criteria against which to judge extent. - To be valid, judgements 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 mark scheme.
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Question			Answer	Marks	Guidance
3			‘Trotsky...created an army that proved capable of fighting with an unshakable belief in its own eventual victory’ M Lynch, <i>From Autocracy to Communism</i> 2008 Evaluate the strengths and limitations of this interpretation as an explanation of why the Reds won the Civil War, making references to other interpretations that you have studied. • The historical debate centres around the reasons why the Bolshheviks won the civil war. • In analysing and evaluating the strengths and limitations of the interpretation, alongside the main line of argument, that Trotsky’s Red Army was a key reason why the Civil War was won, answers might also consider the Red Army’s control of the railways. Answers may look at the role of the Red Terror in securing victory. Answers may also challenge the interpretation through the consideration of Lenin’s leadership, the centralisation of Bolshevik location and the weaknesses of the whites. • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of: • The nature of the Red Army, including the use of ex-tsarist officers and political commissars. • The use of the death sentence for desertion or disloyalty. • Red idealism. • Trotsky’s personal leadership.	20	• No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations used in the answer. • Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate’s own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors. • Candidates are not required to construct their own interpretation.

			• In analysing the limitations of the given interpretation, answers might use knowledge and understanding of: • Red brutality. • Geographical disunity of the Whites. • Ideological disunity of the Whites. • White reliance on foreign intervention. • Red control of the railway system and industrial heartland. • Other interpretations that might be used in evaluation of the given interpretation are: • interpretations which recognise the role of the Lenin. • interpretations that consider economic policy and War Communism. • interpretations that focus on the role of White leadership. • Interpretations that recognise that Trotsky faced challenges to his leadership, particularly from Stalin.		
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APPENDIX 1 – this contains a generic mark scheme grid

	<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 A, Questions 1 and 2: Essay [30]
Level 5 25–30 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 19–24 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 13–18 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 7–12 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 1–6 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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	<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 B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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