

GCE

History A

Y219/01: Russia 1894-1941

A Level

Mark Scheme for June 2022

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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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**PREPARATION FOR MARKING
SCORIS**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to scoris and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the scoris messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer, there then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The scoris **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the scoris messaging system, or e-mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning of annotation
BP	Blank Page
	Highlight
Off-page comment	
A	Assertion
AN	Analysis
EVAL	Evaluation
EXP	Explanation
F	Factor
ILL	Illustrates/Describes
IRRL	Irrelevant, a significant amount of material that does not answer the question
J	Judgement
KU	Knowledge and understanding
P	Provenance
SC	Simple comment

12. Subject Specific Marking Instructions

Question			Answer/Indicative content	Mark	Guidance
1	(a)		Which of the following was more important in causing the 1905 Revolution? (i) The Russo-Japanese War (ii) The domestic policies of Tsar Nicholas II Explain your answer with reference to both (i) and (ii) • In dealing with the Russo-Japanese War, answers might argue that it backfired. Plehve had argued that a short successful war would provide a vital boost to support for the regime. Failure had the opposite effect and contributed to the groundswell of opposition erupting in 1905; • Answers might argue that the Union of Liberation was so incensed by humiliating defeats like the loss of Port Arthur that the war strengthened Liberal opposition in the form of their banqueting campaigns and the drafting of Gapon's petition; • Answers might refer to the demands of many of the revolutionaries in 1905 being economic and political in nature rather than a response to the events of the Russo-Japanese War; • Answers might consider that many of the defeats in the Russo-Japanese War – such as Tsushima – occurred after the start of the 1905 Revolution and so could not have contributed to its causes. • In dealing with the domestic policies of Tsar Nicholas II, answers might argue that Nicholas had consistently rejected political reforms – denouncing a constitution as 'senseless dreams' – and this had encouraged the opposition seen in 1905; • Answers might argue that Nicholas' policy of extending Russification to places like Finland had been highly	10	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected. • Judgement must be supported by relevant and accurate material. If not, mark as assertion. • Only credit material relevant to the causes of the 1905 Revolution. • Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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 the descriptions in the levels mark scheme.

		unpopular with national minorities which manifested in regional uprisings in 1905 similar to 'Bloody Sunday'; - Answers might argue that Nicholas' policy of responding to protests with repression had been the cause of the army's response to the protest at the Winter Palace that led to 'Bloody Sunday'; - Answers might consider Nicholas' absence from the Winter Palace during 'Bloody Sunday' and his limited personal responsibility for the army's actions.		
1	(b)*	How important were the actions of the Bolsheviks between March and November 1917 in bringing about the fall of the Provisional Government? In arguing the actions of the Bolsheviks were important, answers might argue that the return of Lenin and other Bolshevik leaders to Russia in April 1917 served to rally opposition against the Provisional Government; - Answers might argue that Bolshevik demands in the April Theses struck a chord and increased their support among key segments of the war-weary Russian people at the expense of the Provisional Government; - Answers might argue that Bolsheviks' role in the Kornilov Affair weakened the Provisional Government since it was the Bolsheviks rather than the Provisional Government that were seen as saving Petrograd; - Answers might argue that the short-term roles of Lenin and Trotsky were important, with Lenin's influence over the Central Committee and Trotsky's organisational skills, as chair of the Military Revolutionary Committee, placing the Bolsheviks in a position to seize power in November 1917. In arguing other factors were important, answers might argue that the Bolsheviks were not always united in purpose during this period and Lenin himself was in exile between July and October, making their influence over events less important;	20	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. - No set answer is expected. - At higher levels candidates will focus on "how far" 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 relative importance or argue that the Bolsheviks were able to exploit other factors. - 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.

			- Answers might argue that the failure of July Days and the subsequent crackdown on the Bolsheviks demonstrated that the Provisional Government was able to counter many of their actions; - Answers might argue that the Provisional Government failed to extricate Russia from the First World War, call early elections for a Constituent Assembly or tackle land reform in Russia which increased opposition; - Answers might argue that Kerensky made a series of mistakes between August and November 1917 – for example the appointment of Kornilov and the subsequent release of the Bolsheviks – that played into the hands of the Provisional Government's opposition.		
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Question		Answer	Mark	Guidance
2	(a)	Which of the following was more important in causing the Revolution of March 1917? (i) Economic problems; (ii) The leadership of Tsar Nicholas II. Explain your answer with reference to both (i) and (ii) - In dealing with economic problems, answers might argue that the strikes and protests of March 1917 that developed into the Revolution were for bread and wages, so were directly economic in nature; - Answers might argue that government attempts to keep the price of grain low had led to peasants hoarding their grain creating greater food shortages in the cities by 1917 and a climate ripe for revolution; - Answers might refer to the breakdown of the rail network in Russia by 1917 as the main source of the problems in the cities; - Answers might consider that the pressure in the cities came because of the dislocation of the war and the influx of refugees.	10	The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. - No set answer is expected. - Judgement must be supported by relevant and accurate material. If not, mark as assertion. - Only credit material relevant to the causes of the Revolution of March 1917. - Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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

			• In dealing with the leadership of Tsar Nicholas II, answers might argue that the Tsar's decision to assume the role of Commander-in-Chief of the army in August 1915 led to him becoming personally responsible – and criticised – for Russia's failures which culminated in the events of March 1917; • Answers might argue that the power exerted by Rasputin and the public outcries at his behaviour was only possible due to the nature of the Russian court and government under Nicholas; • Answers might argue that Nicholas' persistent refusal to form a 'Ministry of National Confidence' alienated most of the moderates in the Duma and the decision to prorogue the Duma led to even his own advisors predicting an uprising; • Answers might consider the reality of the Russian war effort from 1916 onwards, which was conducted more by ZemGor and the War Industries Committee than by Nicholas or his government and of the Tsar's remoteness from the daily realities of the war; •		basis for analysis and evaluation, in line with the descriptions in the levels mark scheme.
2	(b)*		'Stalin's control over the USSR in the years 1929-1941 was due to his use of propaganda.' How far do you agree? • In arguing that Stalin's control was due to his use of propaganda, answers might argue that Stalin's extensive personality cult - developed through propaganda - led to many Soviet citizens regarding him as the rightful 'vozhd', leaving his position unchallenged and in firm control; • Answers might argue that the propaganda surrounding Stalin's personality cult struck a chord with many Russian people, drawing distinctions between traditional respect for the godlike figure of the 'little father' and respect for Lenin. This transferred to Stalin himself, increasing his control; • Answers might argue that the Soviet propaganda machine suppressed alternative views, with organisations like the Russian Association of Proletarian Writers and state	20	The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed. <u>Neither significance nor relative importance are attributed to the features listed.</u> The indicative content is intended to reflect the knowledge and understanding a candidate is likely to analyse and evaluate in order to arrive at a judgement in line with the question set. • No set answer is expected.

			newspapers like Pravda and Isvestiya ensuring the effective censorship and criticism of potential opposition; • Answers might focus on the importance of movements that focused on increasing loyalty to Stalin such as the Komsomol, the Stakhanovite movement and League of the Militant Godless. • Answers might focus on the role of the show trials, 1928 onwards, accusing perceived opponents as ‘wreckers’ and later justifying the purge of many leading Bolsheviks, such as Kamenev and Zinoviev (1936) and Bukharin (1938). In addition, the show trials also helped to eliminate the threat of any military coup by purging the leadership of the Red Army. The most notable victim of Voroshilov’s purge being Marshall Tukhachevsky, the Civil War hero. • In arguing Stalin’s control was due to other factors, answers might argue that Stalin’s elimination of opponents such as Bukharin and Trotsky by 1929 and then of leading Bolsheviks like Zinoviev and Kamenev in the 1930s left him without rivals and so able to control the USSR. • Answers might argue that the role of the NKVD and its arbitrary arrests and executions during the Purges allowed Stalin to exercise control through widespread terror; • Answers might argue that harsh programmes in the countryside through forced collectivisation and dekulakisation eliminated opposition from the peasantry and increased Stalin’s control; • Answers might argue that Stalin had active and positive support from those in the cities who gained from his economic policies, which increased his control.		• At higher levels candidates will focus on “assess” 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 judge aspects of control. • 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 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 Question 1(a) and Question 2(a): Which of the following? [10]
Level 6 9–10 marks	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.
Level 5 7–8 marks	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.
Level 4 5–6 marks	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 are used to support a reasonable judgement in relation to the question.
Level 3 3–4 marks	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.
Level 2 2 marks	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.
Level 1 1 mark	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.
0 marks	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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