



GCE

History A

Y249/01: Non-British period study: Russia 1894-1941

AS 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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MARKING INSTRUCTIONS

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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
- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - b. **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

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11. Annotations

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

12. Subject Specific Marking Instructions

Question			Answer	Mark	Guidance
1*			‘The disunity of the White forces was the most important reason for the Red victory in the Russian Civil War.’ How far do you agree? In arguing that the disunity of the White forces was the most important reason for the Red victory in the Russian Civil War, answers might consider how the forces arrayed against the Bolsheviks were diverse and had few common interests, ranging from Tsarist Generals, the Komuch and the Czech Legion. Such groups were bound to disagree and this led to infighting and helped the Reds to victory; - Answers might consider how the White forces were geographically disunited, spread thinly over different parts of the former Russian Empire such as Siberia, the Crimea and in the north; - Answers might consider how disunity between Kolchak and Denikin led to their failure to synchronise their attacks against the Reds, allowing Trotsky’s forces to defeat them in turn rather than facing a combined attack; - Answers might consider how disunity between Kolchak and Yudenich led to Finnish refusal to support Yudenich in his attack on Petrograd, causing the attack to fail and allowing the Reds to retain the city. In arguing that the disunity of the White forces was not the most important reason for the Red victory in the Russian Civil War, answers might consider the Whites were geographically disadvantaged compared to the Reds. Whilst the Whites controlled areas that	30	- No set answer is expected. - At Level 5 there will be a judgement as to the extent of influence. - At Level 5 answers might establish criteria against which to judge disunity. - 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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			possessed limited resources, the Reds controlled Russia’s industrial heartlands and most of its infrastructure, allowing the Red army to be better supplied and more mobile than their White counterparts; • Answers might consider the role of foreign intervention, and how this allowed the Reds to portray themselves as the patriotic defenders of Russia against foreign invasion, handing the Reds a crucial propaganda victory; • Answers might consider the limited benefits foreign intervention brought the Whites, with the French withdrawing in early 1919 and most of the British equipment provided being in poor condition or intercepted by the Reds; • Answers might consider the role of Trotsky in commanding and reforming the Red Amy, creating a well-disciplined force that was more than a match for the White armies. • Answers might consider the role of War Communism and grain requisitioning in feeding the Reds. • Answers might consider the role of treaties with the ‘Greens’, promises of independence to help defeat the Whites, e.g. Nestor Makhno’s Black Earth Army. • Answers might consider the brutality of the Reds in defeating the ‘Greens’ during the peasant wars of 1920-21, using poison gas, internment camps, aerial bombardments against villages, etc.		

Question	Answer	Mark	Guidance
2*	‘The Purges were the main reason for Stalin’s consolidation of power in Russia between 1929 and 1941.’ How far do you agree? • In arguing that the Purges were the main reason for Stalin’s consolidation of power in Russia between 1929 and 1941, answers might consider how show trials led to the execution of senior Soviet figures and left Stalin’s position among Party leadership unchallenged; • Answers might consider the fear generated by the Purges increased Stalin’s control through the threat of arbitrary arrests and the gulags; • Answers might consider the extensive purge of the Party rank and file during the <i>Yezhovschina</i>, which all but eliminated the Party as a source of power in Russia, leaving it as a tame organisation in Stalin’s hands; • Answers might consider the huge power amassed by the NKVD during the Purges and how NKVD leaders such as Yagoda and Yezhov were themselves directly answerable to Stalin and at his mercy, vastly increasing his power in the USSR. • Answers might consider the assassination of Kirov and the purges that followed to show the intensification and the onset of the Great Terror. • In arguing that the Purges were not the main reason for Stalin’s consolidation of power in Russia between 1929 and 1941, answers might consider the negative impact on the Purges on Stalin’s power, such as their uncontrollable nature or the effect it had on the economy or the Red Army;	30	• No set answer is expected. • At Level 5 there will be a judgement as to the extent of importance • At Level 5 answers might establish criteria against which to judge ‘consolidation of power.’ • 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.

		• Answers might consider that the impact of harsh policies in the countryside – particularly dekulakisation – removed potential opposition and consolidated his power in Russia; • Answers might consider the widespread and constant presence of Stalin’s personality cult in all aspects of Russian society and how this inevitably took hold in many Soviet citizens, increasing Stalin’s control • Answers might consider propaganda initiatives and strict censorship to suppress other views and promote Stalin’s position without fear of criticism; • Answers might consider how Stalin consolidated his power through his genuine popularity with many Soviet citizens in the towns due to the improvement in living standards in the 1930s compared to the ravages of the early 1920s.		
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Question	Answer	Mark	Guidance
3	‘Stolypin’s policies gave the Russian government breathing space, which might have continued if the war had not broken out in 1914.’ H Rogger, Russia in the Age of Modernisation and Revolution, 1983 Evaluate the strengths and limitations of this interpretation of Russia’s stability between 1906 and the outbreak of war in 1914, making reference to other interpretations you have studied. • The historical debate centres around the extent to which Stolypin’s policies made Russia stable between 1906 and the outbreak of war in 1914. • In analysing and evaluating the strength and limitations of the interpretation, alongside the main line of argument that Stolypin’s policies made Russia stable between 1906 and the outbreak of war, answers might consider policies of Stolypin that caused instability. Answers may also challenge the interpretation through the consideration of areas where Stolypin’s impact on Russia’s stability was limited, instability that remained at the outbreak of war and issues in the period that had a negative effect on Russia’s stability. • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of: • The impact of ‘Stolypin’s Coup’ in taming the Dumas and making the political system in Russia more stable;	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.

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		• Stolypin’s use of terror – infamously branded as ‘Stolypin’s necktie’ in the countryside - to stamp out unrest from 1906 and stabilise Russia; • Stolypin’s ‘wager on the strong’, ending redemption payments and allowing peasants to apply to own land which went some way to stabilising the Russian countryside; • The actions of the Okhrana, who were able to infiltrate both the SRs and the Bolsheviks and so undermine their efforts, improving Russia’s stability. • In analysing the limitations of the given interpretation, answers might use knowledge and understanding of: • Stolypin’s policies that caused instability, such as the continued drive to industrialisation which caused hardship and increasing strikes in Russia in the later part of the period; • Stolypin himself was assassinated in 1911 and was only one of many political assassinations carried out by the SRs, showing the limitations of Russia’s stability; • Stolypin’s agricultural policies had a limited impact and millions of peasants returned to the mir, showing the underlying threats to Russia’s stability remained in 1914; • Despite Stolypin’s efforts the Duma system remained unstable, with even the Third and Fourth Dumas proving unruly. • Other interpretations that might be used in evaluation of the given interpretation are: • Interpretations which recognise Stolypin’s policies also caused instability; • Interpretations which Stolypin’s impact was limited: • Interpretations which recognise the instability that remained at the outbreak of war;			

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			• Interpretations which recognise underlying issues in the period that affected Russia's stability.		

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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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