

**GCE**

**History A**

Unit : Y219/01 Russia 1894 - 1941

Advanced GCE

**Mark Scheme for June 2018**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.















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 2018

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

Question		Answer/Indicative content	Mark	Guidance
1	(a)	<p><b>Which of the following was the greatest impact of the NEP?</b></p> <p><b>(i) divisions within the Bolshevik Party</b>  <b>(ii) economic recovery</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with divisions within the Bolshevik Party</b>, answers might argue that Bukharin and Preobrazhensky maintained that it was not an ideologically sound strategy, before its introduction.</li> <li>• Answers might argue that the creation of Nepmen would lead to capitalism, something which went against the very fiber of Bolsheviks such as Trotsky.</li> <li>• Answers might argue that it was so serious, Lenin had to introduce the Ban on Factions in 1921 and outlawed all other political parties.</li> <li>• Answers might refer to Bukharin's change of mind, and his production of articles which supported the NEP, reflecting a lack of division.</li> <li>• Answers might consider that nobody challenged Lenin's leadership after the introduction of NEP.</li> </ul> <ul style="list-style-type: none"> <li>• <b>In dealing with economic recovery</b>, answers might refer to production statistics which show that economy had recovered, in particular the terrible famine ended, Nepmen prospered.</li> <li>• Answers might argue that the NEP allowed the Bolsheviks to still control the 'commanding heights' of industry.</li> <li>• Answers might argue that the Scissors Crisis of 1923 showed a large impact as it led to the failure of Gosplan.</li> <li>• Answers might argue that the lack of economic recovery led to further division, especially with Trotsky refusing to serve on the Scissors Committee.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material. If not, mark as assertion.</li> <li>• Only credit material relevant to the impact of the NEP.</li> <li>• 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.</li> <li>• 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.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
(b)*	<p><b>To what extent was the November Revolution of 1917 due to the weaknesses of the Provisional Government?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing it was due to the weaknesses of the Provisional Government</b> answers might argue that the Provisional Government was weak due to its membership.</li> <li>• Answers might argue that it was weak as it failed to deal with the war issue.</li> <li>• Answers might argue that it was weak as it had no political support.</li> <li>• Answers might argue that the Kornilov Revolt and subsequent arming of the Bolsheviks was a weakness.</li> <li>• Answers might argue that it failed to deal with the Land Question.</li> <li>• Answers might argue it was undermined from the very outset by dvoevlastiye, dual power and Soviet Order Number One.</li> </ul> <ul style="list-style-type: none"> <li>• <b>In arguing that it was not due to the weaknesses of the Provisional Government</b> answers might argue that it was inherently weak due to the nature of government within Russia and Russia's size and diversity</li> <li>• Answers might argue that the continuation of the war had a greater impact</li> <li>• Answers might argue that the Bolsheviks and the role of Lenin and Trotsky were more important</li> <li>• Answers might argue that the role of peasant and urban unrest led to revolution</li> <li>• Answers might argue that both the Provisional Government and the Bolsheviks overestimated each other</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on "to what extent" but at Level 4 may simply list reasons.</li> <li>• At Level 5 and above there will be judgement as to the level of extent.</li> <li>• At higher levels candidates might establish criteria against which to measure "backwardness".</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions.</li> <li>• 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.</li> </ul>

Question		Answer/Indicative content	Mark	Guidance
2	(a)	<p><b>Which of the following had a greater impact on the economy of Russia under Nicholas II?</b></p> <p><b>(i) Witte</b> <b>(ii) Stolypin</b></p> <p><b>Explain your answer with reference to both (i) and (ii)</b></p> <ul style="list-style-type: none"> <li>• <b>In dealing with Witte</b> answers might argue that Russia was too dependent on foreign loans.</li> <li>• Answers might argue that there was a lack of focus on agriculture.</li> <li>• Answers might argue that the economy did, however, grow rapidly, as shown by the name “The Great Spurt”.</li> <li>• Answers might argue that, despite the rise in industrial output, Russia’s population was growing and so output was in fact lower.</li> </ul> <ul style="list-style-type: none"> <li>• <b>In dealing with Stolypin</b> answers might argue the fact that Russia was in the process of developing into a modern industrial state.</li> <li>• Answers might argue that the wager on the strong helped to give support to the regime.</li> <li>• Answers might argue that, even without the disruption of war, his policies towards the peasantry were not going to succeed due to the ingrained conservatism of the Russian peasantry.</li> <li>• Answers might argue that under Stolypin there was a widespread recession, unemployment and a disproportionate rise in wages.</li> <li>• Answers might argue that they both failed to help Russia win victory in war.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• Judgement must be supported by relevant and accurate material. If not, mark as assertion.</li> <li>• Only credit material relevant to Nicholas II’s reign between 1894 and 1911</li> <li>• 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.</li> <li>• 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.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
(b)*	<p><b>‘Stalin come to power by 1929 because of his position as General Secretary.’ How far do you agree?</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing it was his position as General Secretary</b> answers might argue that this placed him at the centre of party affairs and made him the most powerful and influential member of the party even before Lenin died.</li> <li>• Answers might argue that this allowed him to use the power of patronage to place his supporters into key positions.</li> <li>• Answers might argue that this allowed him to fill key committees, use leverage on Bolshevik Party members and, when Lenin died, control the Party.</li> <li>• <b>In arguing that it was due to other reasons,</b> answers might argue that Lenin’s death stopped his Testament from being published, and when it was, Stalin stage-managed the situation to his benefit.</li> <li>• Answers might focus on key events from Lenin’s time in power which aided Stalin, such as the Ban on Factions and the Lenin enrollment.</li> <li>• Answers might argue that Stalin successfully isolated his opponents through political maneuvering.</li> <li>• Answers might argue that Stalin used policy, such as economic policy or socialism in one country, to allow him to come to power.</li> <li>• Answers might argue that Stalin exploited weaknesses in his opponents, which allowed him to come to power.</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on “extent” but at Level 4 may simply list reasons.</li> <li>• At Level 5 and above there will be judgement as to the level of extent.</li> <li>• At higher levels candidates might establish criteria against which to measure “extent.”</li> <li>• To be valid judgements, claims must be supported by relevant and accurate material. If not they are assertions.</li> <li>• 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.</li> </ul>

	<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>
	<b>Generic mark scheme for Question 1(a) and Question 2(a): Which of the following? [10]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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 is used to support a reasonable judgement in relation to the question.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Question 1(b) and Question 2(b): Essay [20]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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
<b>Level 1</b> 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
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2018

