

**GCE**

**History A**

Unit **Y249/01**: Russia 1894–1941

Advanced Subsidiary GCE **H105**

**Mark Scheme for June 2017**

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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
	Simple comment
	Unclear
	View

## Section A

Question	Answer	Marks	Guidance
1*	<p>To what extent did the reforms following the 1905 revolution achieve their aims?</p> <ul style="list-style-type: none"> <li>• <b>In arguing that they did achieve their aims</b> answers might consider the creation of the first national parliament in Russian history which helped to win the support of the middle class.</li> <li>• Answers might argue that the legalization of political parties increased political participation and therefore won support from the middle class.</li> <li>• Answers might argue that Stolypin's economic reforms led to an increase in agricultural and industrial output which helped to increase productivity and advance Russia.</li> <li>• Answers might consider the success of the Third and Fourth Dumas, especially in social reforms which helped to bring some social stability.</li> <li>• Answers might consider that autocracy was not threatened, allowing Nicholas to achieve his aims of preserving his power</li> <li>• <b>In arguing that they did not achieve their aims</b>, answers might consider the fact that the first and second Dumas failed to achieve anything of note and therefore did not contribute to stability.</li> <li>• Answers might consider that economic reforms failed to prepare Russia for the First World War.</li> <li>• Answers might consider that the political reforms failed to impinge on the power of autocracy and therefore did not dampen complaints.</li> <li>• Answers might argue that the reforms failed to</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be a judgement as to the extent of success</li> <li>• At Level 5 answers might establish criteria against which to judge success</li> <li>• To be valid, judgements 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 mark scheme.</li> </ul>

			address the inefficiency of the Tsarist system and so they alienated the progressive elements of society.		
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Question	Answer	Marks	Guidance
2*	<p><b>Assess the reasons why the November Revolution was a success for the Bolsheviks</b></p> <ul style="list-style-type: none"> <li>• <b>Answers might argue that the</b> role of Lenin in inspiring and leading the Revolution was important to the success.</li> <li>• Answers might consider the role of Trotsky and his position on the Military Revolutionary Council.</li> <li>• Answers might consider the weaknesses of the Provisional government. Arguments here may include the inherent weakness of membership; the Kornilov Affair and the nature of Dual Authority.</li> <li>• Answers may argue that the First World War played a key role in Bolshevik success.</li> <li>• Answers might argue that peasant and urban unrest played a key role in Bolshevik success, and may refer to the events of the July Days as a counter argument.</li> <li>• Answers might argue that the other parties were weak, and did not challenge the Bolsheviks in their seizure of power.</li> <li>• Answers might refer to the nature of political tradition in Russia and argue that the institutions in place provided a lack of rules and regulations for the Provisional Government to follow.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 there will be a judgement as to the level of disaster.</li> <li>• At Level 5 answers might establish criteria against which to judge the level of threat</li> <li>• To be valid, judgements 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 mark scheme.</li> </ul>

## Section B

Question	Answer	Marks	Guidance
3	<p><b>‘The NEP was intended by Lenin primarily to meet Russia’s urgent need for food.’</b>  <b>From M Lynch, <i>From Autocracy to Communism</i>, 2008</b></p> <p><b>Evaluate the strengths and limitations of this interpretation, making references to other interpretations that you have studied.</b></p> <ul style="list-style-type: none"> <li>• <b>The historical debate centres around the introduction of the NEP and the need to feed the Russian population after the Civil War</b></li> <li>• <b>In analysing and evaluating the strengths and limitations of the interpretation,</b> alongside the main line of argument that the NEP was introduced to feed Russia, answers may also address the nature of famine of 1920-1921 and the need for food relief from the USA. In evaluating the limitations, answers may argue that it was not the famine that prompted Lenin to act, but uprisings against requisitioning, in particular from previous supporters. Indeed, key economists in the party advocated the retaining of war communism. Finally, the interpretation is limited as it negates the date of introduction of the NEP, which came after the end of the Civil War.</li> <li>• <b>In analysing and evaluating the strengths of the given interpretation,</b> answers might use knowledge and understanding of: <ul style="list-style-type: none"> <li>• The famines of 1920-1921</li> <li>• Governmental reports which started that 20%</li> </ul> </li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• 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.</li> <li>• Candidates must refer to at least one other interpretation.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Candidates are not required to construct their own interpretation.</li> </ul>

		<p>of the population were starving</p> <ul style="list-style-type: none"> <li>• The acceptance of foreign aid from the ARA</li> <li>• The death of over 5 million people during the civil war from starvation</li> <li>• The fall in agricultural and industrial output</li> <li>• <b>In analysing the limitations of the given interpretation</b>, answers might use knowledge and understanding of: <ul style="list-style-type: none"> <li>• The introduction of the NEP took place after the end of the Civil War</li> <li>• The anti-Bolshevik uprisings, for instance the Kronstadt Revolt, which prompted a change in tact</li> <li>• The role of the Cheka and Terror which influenced the above</li> <li>• The fact that leading figure in the party did not want the NEP to be introduced for economic reasons</li> <li>• Lenin's desire to maintain control of his party</li> </ul> </li> <li>• <b>Other interpretations that might be used in evaluation of the given interpretation are:</b> <ul style="list-style-type: none"> <li>• interpretations which acknowledge the impact of Lenin's desire to maintain control of his party and reduce opposition</li> <li>• interpretations that focus on the impact of the Kronstadt uprising and its impact on Lenin</li> <li>• Interpretations that argue that war communism was a success for Lenin, but was too severe</li> <li>• Interpretations that focus on the changing nature of circumstance and the need to preserve the Revolution</li> </ul> </li> </ul>		
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APPENDIX 1 – this contains the generic mark scheme grids

	<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 Section A, Questions 1 and 2: Essay [30]</b>
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.



	<i>A03: Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</i>
	<b>Generic mark scheme for Section B, Question 3: Interpretation [20]</b>
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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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