



GCE

History A

Y219/01: Russia 1894-1941

A Level

Mark Scheme for June 2024

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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

PREPARATION FOR MARKING

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

YOU MUST MARK 5 PRACTICE AND 6 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor 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:
- 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
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
SC	Simple comment
?	Unclear
V	View

Question		Answer	Mark	Guidance
1	(a)	Which of the following had the greater impact on Russia during the period from 1929 to 1941? (i) The purges (ii) Collectivisation Explain your answer with reference to (i) and (ii). In dealing with the purges, answers might argue that the sheer scale of the Purge's victims caused fear and suspicion across the USSR. • Answers might argue that the disruption the Purges damaged economic progress such as the Five-Year Plans. • Answers might argue that as the Purges seemed to spiral out of control, they caused Soviet society to become increasingly chaotic. • Answers might consider that the impact of the purges was not felt evenly across Soviet society. In dealing with collectivisation, answers might argue that collectivisation had a significant positive impact on food supplies to the cities, • Answers might argue that collectivisations had undermined traditional peasant life on the mir. • Answers might argue that the human tragedy of the Holodomor and dekulakisation had a long-lasting impact on Russia, with millions of deaths. • Answers might consider that Russia's dependency on peasants' private plots for many	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. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or 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 descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			foodstuffs meat that collectivisation had less impact than Stalin had envisaged.		
1	(b)*		Assess the reasons for the unpopularity of the Provisional Government by October 1917. In considering the unpopularity of the Provisional Government, answers might argue that it was unpopular due to the decisions made by the Provisional Government itself. • Answers might argue that the Provisional Government's decision to continue with the First World War made it unpopular. • Answers might argue that the Provisional Government's decision to allow political exiles to return to Russia led directly to increasing support for the Bolsheviks, as Lenin returned. • Answers might argue that the Provisional Government's decision to delay elections for a National Assembly led to its unpopularity. • Answers might argue that the Provisional Government failed to press its advantage against the Bolsheviks following the July Days. In considering other factors, answers might argue that the reasons for its unpopularity lay not in the hands of Provisional Government as a whole but rather in the actions of Kerensky.	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 analysing unpopularity but at Level 4 may simply list reasons for unpopularity • At Level 5 there will be judgement as to the relative importance of reasons for unpopularity. • At higher levels candidates might establish criteria against which to judge unpopularity. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

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Question			Answer	Mark	Guidance
			• Answers might argue that the actions of the Soviets increased the unpopularity of the Provisional Government. • Answers might argue that the actions of the Bolsheviks made the Provisional Government more unpopular. • Answers might argue that deep divisions between the different groups within the Provisional Government weakened its ability to make decisions and so leading to its unpopularity.		

Question		Answer	Mark	Guidance
2	(a)	Which of the following were of greater importance in bringing about the White's defeat in the Russian Civil War? (i) White weaknesses (ii) Strengths of the Red Army Explain your answer with reference to both (i) and (ii). In dealing with White weaknesses, answers might argue that the Whites were dependent on unreliable foreign supplies. • Answers might argue that many White generals were dependent on soldiers from national minorities with limited motivation. • Answers might argue that there were significant disagreements among the White generals. • Answers might consider that despite this, the White armies were in a potentially strong position since they surrounded the Reds. In dealing with strengths of the Red Army, answers might argue that the Bolsheviks controlled Russia's major population centres. • Answers might argue Trotsky's leadership of the Red Army made it an effective force. • Answers might argue that tactics like agitprop trains motivated the Red Army ideologically.	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. • Only credit material relevant to question. • Answers may deal with each factor in turn, then compare them to reach a judgement, or 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 descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			• Answers might consider that the Red Army suffered from over a million desertions so also had weaknesses.		

Question			Answer	Mark	Guidance
2	(b)*		To what extent were the causes of the 1905 Revolution resolved by the time the First World War started in 1914? In arguing that the causes of the 1905 Revolution had been resolved by the time of the First World War, answers might argue social, economic, and political problems had been reduced. • Answers might argue that the October Manifesto granted powers to a representative assembly, the Duma • Answers might argue that tercentenary celebrations showed wide support for the Tsar. • Answers might argue Stolypin's 'wager on the strong' had succeeded in improving Russian agriculture and stabilised the unruly peasantry. • Answers might argue that some reforms of the duma improved the condition of the people • Answers might argue Stolypin's land reforms and 'wager on the strong' created a new class in Russia that supported the Tsar • Answers might argue agricultural production had increased and there were as an increasing number of independent farms	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 the extent to which problems were resolved but at Level 4 may simply list whether problems were resolved or not • At Level 5 there will be judgement as to the relative resolution of the problems. • At higher levels candidates might establish criteria against which to judge resolution. • To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.

Question			Answer	Mark	Guidance
			- Answers might argue the Russian economy grew at 3.5% and the rail network grew In arguing that the causes of the 1905 revolution had not been resolved, answers might argue social, economic, and political problems had not been reduced. - Answers might argue that the tsarist regime still had to rely on repression in order to maintain power, reflected in the actions of the Okhrana, the Lena Goldfield massacre and Stolypin's necktie. - Answers might argue the early Dumas were dismissed and opposition in the Dumas continued even after 'Stolypin's Coup'. - Answers might argue the Fundamental Laws ensured the tsarist autocracy was preserved - Answers might argue that the lack of a strong replacement for Stolypin after his assassination disrupted the Russian government. - Answers might argue there were many wealthy peasants who were not satisfied with Stolypin's reforms and about 2 million peasants left village communes - Answers might argue economic growth was sluggish compared with Europe and working conditions remained poor - Answers might consider living conditions were poor, with cholera causing over 100,000 deaths in St Petersburg in 1910		

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Question			Answer	Mark	Guidance
			- Answers might consider urban discontent due to inflation and a growing working-class consciousness - Answers might argue that the Russian Military did not learn from the lessons of the failures of the Russo-Japanese War 1904-05.		

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 are 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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