

GCE

History A

Unit : Y318/01 Russia and its Rulers 1855 - 1964

Advanced GCE

Mark Scheme for June 2018

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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
	Continuity/Change
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Simple comment
	Synthesis
	Unclear
	View

Here are the subject specific instructions for this question paper

Use the following indicative content mark scheme in conjunction with the generic levels of response in the Appendix.

Question	Answer	Marks	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the consequences of Alexander II's Great Reforms.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that the Great Reforms had a positive impact on Russia. It argues that the economy and life in the towns were improved. Answers might argue that the zemstvo were a success and that it led to a greater involvement in politics. • In evaluating Interpretation A, answers might argue that this view is flawed as the railroad network was not as extensive to provide real meaning to the Russian economy. Answers might argue that, whilst the population doubled, those in the towns were migrant workers who returned to the countryside at harvest time. Answers may also refer to Interpretation B in relation to the strengths and weaknesses of the zemstvo and the impact that it had. • In evaluating Interpretation A, answers might argue that Interpretation A is more justified as the level of education amongst the population increased dramatically, giving rise to an expanding access to culture. Answers might argue that Reutern's economic policies, which emerged from the Great Reforms, allowed further development under Witte. Finally, answers may also refer to the zemstvo as the birthplace of revolution, as it was here that the intelligentsia movement was formed. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 and above, answers will evaluate both interpretations, locating them within the wider historical debate about the issue and use their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question. • 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.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B argues that the peasantry failed to benefit from the Great Reforms. Answers might also argue that the major failure of the reforms was the lack of a consultative assembly. • In evaluating Interpretation B, answers might argue the view is valid due to the fact that the nature of autocracy did not change in Russia under Alexander II, especially in the Reaction stage of his Tsardom. Furthermore, answers might argue that the peasants were heavily exploited; redemption payments in effect tying them to the land and a lack of desire to equalise social status. Answers might also refer to the judicial reforms mentioned as evidence of this. • In evaluating Interpretation B, answers might argue that the Interpretation neglects the symbolic significance of the introduction of the zemstvo and the long term impact of them, for instance in relation to the famine of 1894. Answers might argue that the zemstvo did provide opportunities for the involvement of the peasantry. Finally, answers might argue that emancipation did at least give the peasantry hope, that it unburdened them from military service and that it did give them the opportunity to move to the towns mentioned in Interpretation A. 		

Question	Answer	Marks	Guidance
2*	<p>“The tsars wanted to reform the nature of government more than the communists.” To what extent do you agree in relation to the period 1855 to1964?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the tsars introduced the zemstvo following the Great Reforms and the Duma in 1906. • Answers might consider the legalisation of political parties under Nicholas II. • Answers might consider the relaxation of repression under Alexander II and Nicholas II at different stages of their rule. • Answers might consider the Reaction of Alexander III as a reform in itself. • In challenging the hypothesis in the question, answers might argue that all of the Tsars wished to maintain autocracy, therefore they did not want to reform, and when they did it was to preserve autocracy • Answers might consider that Lenin reformed the nature of ideology through the introduction of communism, and the structure of government with, for example, the Politburo. • Answers might consider that firstly Lenin and the Stalin reformed the nature of control through the expansion of the terror network. • Answers might consider that Khrushchev reformed the nature of government in the period between 1953 and 1956, known as collective leadership. • Answers might consider that all rulers wished to reform, but only to preserve their own power. 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates might establish criteria against which to judge • 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.

Question	Answer	Marks	Guidance
3*	<p>How far was war more responsible for changing the lives of the working class than revolution in the period 1855-1964?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, answers might refer to the Crimean War which opened up the economy under Reutern. • Answers might consider that the Russo-Turkish War influenced the rise of Witte and the economic and social changes which followed. • Answers might consider that the Russo-Japanese war led to events which legalised political parties and introduced the first Duma. • Answers might consider that the First World War led to the Bolshevik government in November 1917, which represented their interests ideologically, and led to great economic and social changes. • Answers might consider that the Second World War led Stalin to introduce the policy of industrialisation. • Answers might consider that the Cold War further changed the lives of the working class as it improved living and working conditions due to the desire to catch up with America. • In challenging the hypothesis in the question, answers might refer to the 1905 Revolution having a greater impact on the creation of the Duma and the legalisation of political parties. • Answers might consider that the February 1917 Revolution led to the end of the 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates might establish criteria against which to judge • 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.

Question	Answer	Marks	Guidance
	<p>Romanov dynasty, and it was more important than the First World War.</p> <ul style="list-style-type: none"> Answers might consider that the November Revolution ushered in the Bolshevik dictatorship of Lenin, and then Stalin. Answers might argue that, again, this was more important than the First World War and argue that the political, economic and social changes on the working class were far reaching. 		
4*	<p>“The policy of Russification under the Tsars had a greater impact than any other government policy in the period 1865-1964 on the lives of the nationalities in the Russian Empire.” To what extent do you agree?</p> <ul style="list-style-type: none"> In supporting the hypothesis in the question, answers might argue that politically the policy assigned Russian nationals to administrative positions, restricting development. Answers might consider that it restricted the speaking and printing of national languages, restricting identity and increasing illiteracy. Answers might consider that it quashed religious diversity, replacing it with Orthodoxy. In challenging the hypothesis in the question, answers might argue that despite this, national identity still flourished in the regions. Answers might consider that the Provisional Government had the greater impact as it 	25	<ul style="list-style-type: none"> No set answer is expected. At higher levels candidates might establish criteria against which to judge 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.

Question	Answer	Marks	Guidance
	<p>introduced a wide swathe of freedoms and rights for the nationalities</p> <ul style="list-style-type: none"> • Answers might consider that Lenin's leadership had a greater impact, firstly through the Treaty of Brest-Litovsk, but then, negatively, through the creation of the USSR and further Russification and Russian Chauvinism • Answers might consider that Stalin's rule had a greater impact, first through economic policies such as the manmade famine in the Ukraine, secondly through the Great Terror and thirdly through the impact of the Second World War • Answers might consider that Khrushchev's rule had a greater impact, with the nature of the Cold War and spheres of influence. 		

APPENDIX 1 – this contains the generic mark scheme grids

	<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 A, Question 1: Interpretation [30]
Level 6 26–30 marks	The answer has a very good focus on the question throughout. It has thorough and sustained evaluation of the interpretations, using detailed and accurate knowledge of the historical context and the wider historical debate around the issue, in order to produce a convincing and supported analysis of them in relation to the question.
Level 5 21–25 marks	The answer has a good focus on the question throughout. It has good evaluation of the interpretations, using relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce a supported analysis of them in relation to the question.
Level 4 16–20 marks	The answer is mostly focused on the question. It has evaluation of the interpretations based on generally relevant knowledge of the historical context and the wider historical debate around the issue, in order to produce an analysis of them in relation to the question.
Level 3 11–15 marks	The answer is partially focused on the question. It has partial evaluation of the interpretations based on some knowledge of the historical context and the wider historical debate around the issue. There may be some use of information from one of the two interpretations to support the evaluation of the other, but the evaluation will not rely on this. There is a limited analysis of the interpretations in relation to the question.
Level 2 6–10 marks	The answer has a limited focus on the question. Parts of the answer are just description of the interpretations, with evaluation in relation to historical context and the wider historical debate around the issue being weak, and evaluation relying heavily on information drawn from the other interpretation. There is a very limited analysis of the interpretations in relation to the question.
Level 1 1–5 marks	The answer has some relevance to the topic, but not the specific question. The answer consists mostly of description of the interpretations with very limited evaluation based on very generalised knowledge of historical context and minimal or no reference to the wider historical debate. Analysis of the interpretations in relation to the question is either in the form of assertion or lacking.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

	<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 B, Questions 2, 3 and 4: Essay [25]
Level 6 21–25 marks	The answer has a very good focus on the question. Detailed and accurate knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a fully developed synthesis supporting a convincing and substantiated judgement. 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 17–20 marks	The answer has a good focus on the question. Generally accurate and detailed knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a developed synthesis supporting a substantiated judgement. 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 13–16 marks	The answer is mostly focused on the question. Relevant knowledge and understanding is used to analyse and evaluate key features of the period studied in order to reach a synthesis supporting a reasonable judgement. 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 9–12 marks	The answer has a partial focus on the question. Some relevant knowledge and understanding is used to analyse and explain key features of the period studied in order to attempt an undeveloped synthesis, which is linked to a judgement, though the supporting explanation may lack detail and clarity. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
Level 2 5–8 marks	The answer has only a limited focus on the question. Limited relevant knowledge and understanding is used to give a limited explanation and analysis of key features of the period studied. There is a judgement but this may not be clearly linked with the supporting explanation. 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 1–4 marks	The answer has a limited focus on the topic, but not the specific question. The answer is largely descriptive, with only very generalised knowledge of the period studied being used to attempt basic explanation and very limited analysis. Judgements are unsupported and are not linked to analysis. Information presented is basic and may be ambiguous or unstructured. The information is supported by limited evidence.
0 marks	The answer contains no relevant information.

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