



**...day June 20XX – Morning/Afternoon**

**A Level History A**

**Unit Y318 Russia and its Rulers 1855–1964**

**MARK SCHEME**

**Duration:** 2 hour 30 minutes

**MAXIMUM MARK      80**

**MARKING INSTRUCTIONS****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 **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**TRADITIONAL**

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

**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 50% 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, email or via the scoris messaging system.

5. Work crossed out:
  - a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
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. There is a NR (No Response) option. Award NR (No Response)
  - if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
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:
  - 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:

<b>Descriptor</b>	<b>Award mark</b>
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**

<b>Annotation</b>	<b>Meaning</b>

## 12. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

	<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 A, Question 1: Interpretation [30]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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>
	<b>Generic mark scheme for Section B, Questions 2, 3 and 4: Essay [25]</b>
<b>Level 6</b> 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.
<b>Level 5</b> 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.
<b>Level 4</b> 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.
<b>Level 3</b> 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.
<b>Level 2</b> 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.
<b>Level 1</b> 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.

## Section A

Question	Answer	Marks	Guidance
1	<p><b>Evaluate the interpretations in both of the two passages and explain which you think is more convincing about the impact of the domestic policies of Alexander II.</b></p> <ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation A argues the policies had a major impact in releasing 20 million people from legal bondage and were comparable to major European changes such as the French Revolution. The policies concerned not only serfs as this led to wider reforms.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that this view is flawed, given the continued social control of the peasants in the mir, the lack of real political reforms (making the comparison with 1789 in France strained) and the variable economic impact.</li> <li>• <b>In evaluating Interpretation A</b>, answers might argue that Interpretation A is more justified in seeing reforms as a way to make autocracy work more efficiently, though given its later history, for example its performance in wars in 1904–1905 and 1914–1917 this may not have had the desired impact.</li> </ul>	30	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At Level 5 and above answers will evaluate both interpretations, locating them within the wider historical debate about the issue and using their own knowledge, and reach a balanced judgement as to which they consider the most convincing about the issue in the question.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</li> <li>• Knowledge must not be credited in isolation, it should only be credited where it is used to analyse and evaluate the interpretations, in line with descriptions in the levels mark scheme.</li> </ul>

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> <li>• <b>In locating the Interpretations within the wider historical debate</b>, answers might argue that Interpretation B argues that the policies, though significant, led to disappointment and unrest among peasants and did not modernise agriculture or create the conditions for economic advance, and note that it mentions little investment and the maintenance of the power of the mir.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue its view is valid because it is supported by the scale of peasant unrest after 1861 and by the need for subsequent reforms.</li> <li>• <b>In evaluating Interpretation B</b>, answers might argue that Interpretation B, however, underestimates the significance of the reform as a symbol of change even though its purely economic impact was not as great as expected.</li> </ul>		

## Section B

Question	Answer	Marks	Guidance
2*	<p><b>Assess the view that the October Revolution of 1917 changed Russian government more than other events in the period from 1855 to 1964.</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that the ideological change with the establishment of a Communist state was the greatest change.</li> <li>• Answers might consider that the Revolution ended democracy in Russia and was therefore the greatest change.</li> <li>• Answers might consider the use of terror, as a method of government, was used more extensively after the October Revolution than under Tsarist rule.</li> <li>• Answers might consider that there was far greater central control under the Bolsheviks than under the Tsars.</li> <li>• Answers might consider the theoretical basis of that rule, arguing that instead of being based on God it was based on the popular will of the people.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that there was little change after October as Communist leaders were little more than Red Tsars.</li> <li>• Answers might consider that a lack of freedom continued from the period of the Tsars and that the only brief change was under the Provisional Government.</li> <li>• Answers might consider that the use of repression was constant throughout the period, the only change was the extent of it.</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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	Marks	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider that there was greater change with the establishment of the Duma as it was the only time a representative institution was established.</li> <li>• Answers might consider the institutions of government available to both the Tsars and Communists and suggest there was little practical change.</li> </ul>		
3*	<p><b>How consistent was Russia's treatment of the peoples in its Empire throughout the period from 1855 to 1964?</b></p> <ul style="list-style-type: none"> <li>• <b>In supporting the hypothesis in the question</b>, it might be argued that throughout the period it was repressive towards the peoples of the Empire.</li> <li>• Answers might consider policies such as Russification and the destruction of the cultures and languages of these lands.</li> <li>• Answers might consider the suppression of unrest and consider the Polish Revolt, Hungarian and Czech Risings.</li> <li>• Answers might consider the poor quality of life in the Empire with famines under Tsars and Communists.</li> <li>• Answers might consider the treatment of political opponents in these lands.</li> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that at times some of the lands gained independence, such as the Baltic lands.</li> <li>• Answers might consider whether the policy of Russification was consistent throughout the period.</li> <li>• Answers might consider the extent to which Russia was able to maintain control of its Empire throughout the period, and the reprisals that followed when control was</li> </ul>	25	<ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels answers might establish criteria against which to judge.</li> <li>• To be valid, judgements must be supported by relevant and accurate material.</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	Marks	Guidance
	<p>reasserted.</p> <ul style="list-style-type: none"> <li>Answers might consider the extent to which the treatment was the same throughout the Empire and whether some groups had greater autonomy.</li> <li>Answers might consider the extent to which the power of the government extended to all areas at all times, particularly under the Tsars.</li> </ul>		
4*	<p><b>‘War brought about more change in the period before 1917 than after.’ How far do you agree with this view of the period 1855 to 1964?</b></p> <ul style="list-style-type: none"> <li><b>In supporting the hypothesis in the question</b>, it might be argued that the Crimean War brought about the greatest social change of the period with Alexander’s reforms, and compare that with the period after 1917.</li> <li>Answers might argue that war before 1917 brought about greater liberalisation than after 1917 and compare the liberal gains of Alexander II with the repression under Communist rule.</li> <li>Answers might argue that wars before 1917 brought about more economic change in the period before 1917 than after, as it led to a major change in agriculture which was far greater than under Communist rule.</li> <li>Answers might argue that wars before 1917 brought about greater political change with the Zemstvos and Dumas which gave some representation, whereas wars after 1917 saw a return to central control.</li> <li>Answers might argue that the wars before 1917 brought about greater change as they shattered the image of</li> </ul>	25	<ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels answers might establish criteria against which to judge.</li> <li>To be valid, judgements must be supported by relevant and accurate material.</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	Marks	Guidance
	<p>Russia as, major power, whereas after 1917 this was rebuilt.</p> <ul style="list-style-type: none"> <li>• <b>In challenging the hypothesis in the question</b>, it might be argued that wars after 1917 brought about greater change as it ended 300 years rule of the Romanov dynasty and resulted in an ideological change.</li> <li>• Answers might argue that wars after 1917 brought about greater change as it led to greater industrialisation, which was greater than after 1856, to try and ensure security.</li> <li>• Answers might argue that wars after 1917 brought about greater change as it led to increased central control with War Communism.</li> <li>• Answers might argue that wars after 1917 brought about greater unity, whereas in 1905 and 1914 they created internal unrest and Revolution.</li> <li>• Answers might argue that the wars after 1917 increased repression whereas before they brought about concessions.</li> <li>• <b>In reaching a balanced answer it might be argued that</b> all wars brought about change in the principles and nature of government, modernisation of the economy, and changes in society.</li> </ul>		

**Assessment Objectives (AO) Grid**

<b>Question</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>Total</b>
<b>1</b>			<b>30</b>	<b>30</b>
<b>2/3/4</b>	<b>50</b>			<b>50</b>
<b>Totals</b>	<b>50</b>		<b>30</b>	<b>80</b>

**Summary of updates**

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<b>Date</b>	<b>Version</b>	<b>Change</b>
November 2020	0.19	Updated copyright acknowledgements.