

**GCE**

**History A**

**Y219/01: Russia 1894-1941**

A Level

**Mark Scheme for June 2023**

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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  
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 **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 scoris 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 scoris 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 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: Not applicable in F501
  - 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:

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 of annotation
<b>BP</b>	Blank Page
	Highlight
Off-page comment	
<b>A</b>	Assertion
<b>AN</b>	Analysis
<b>EVAL</b>	Evaluation
<b>EXP</b>	Explanation
<b>F</b>	Factor
<b>ILL</b>	Illustrates/Describes
<b>IRRL</b>	Irrelevant, a significant amount of material that does not answer the question
<b>J</b>	Judgement
<b>KU</b>	Knowledge and understanding
<b>P</b>	Provenance
<b>SC</b>	Simple comment
	Unclear
<b>V</b>	View

## 12. Subject Specific Marking Instructions

Question		Answer	Mark	Guidance
1	(a)	<p><b>Which of the following had a greater impact on Russian society in the 1930s?</b></p> <p><b>(i) Stalin’s policies for agriculture</b>  <b>(ii) Stalin’s policies for industrialisation</b></p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>• In <b>dealing with Stalin’s policies for agriculture</b>, answers might argue that collectivisation resulted in millions of peasants being moved to collective farms and cities;</li> <li>• Answers might argue that the collective farms imposed far greater control over the peasantry, with political commissars and Machine Tractor Stations;</li> <li>• Answers might argue that collectivisation caused massive hardship, through dekulakisation and tragedies like the Holodomor;</li> <li>• Answers might consider that the overall impact was more limited as many peasants retained private plots of land, and were still able to sell surplus produce.</li> <li>• In dealing with <b>Stalin’s policies for industrialisation</b>, answers might argue they brought terror into the workplace, with action to root out ‘wreckers’ and show trials;</li> <li>• Answers might argue that workers were under greater control, work books restricted movements and the need to fulfil excessive targets;</li> <li>• Answers might argue that the Stakhanovite movement inspired some Soviet workers;</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>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.</p> <ul style="list-style-type: none"> <li>• No set answer is expected</li> <li>• Judgement must be supported by relevant and accurate material.</li> <li>• Only credit material relevant to question.</li> <li>• 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.</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	Mark	Guidance
1	(b)*	<ul style="list-style-type: none"> <li>Answers might consider that the widespread falsifying production targets meant that the impact on many was more limited than first appears.</li> </ul> <p><b>Assess the impact of the First World War on Russia between 1914 and the end of 1916.</b></p> <ul style="list-style-type: none"> <li><b>In arguing that the main impact of the First World War on Russia was the damage caused to the economy</b>, answers might consider how the loss of Poland and its manufacturing capacity limited Russian productivity;</li> <li>Answers might consider how the damage caused to the rail network weakened Russian infrastructure and led to shortages in the cities, causing unrest;</li> <li>Answers might consider how the conscription of peasants into the army damaged agricultural production and led to hoarding of grain, and with it food shortages;</li> <li>Answers might consider how government miscalculations – such as the ban on spirits and attempts to fix the price of grain – damaged Russia’s ability to wage war and caused great hardship.</li> <li><b>In arguing that there were other impacts of the First World War on Russia</b>, answers might consider the increasing conflict between the Tsar and the Duma, culminating in Milyukov’s ‘Stupidity or Treason’ speech;</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>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.</p> <ul style="list-style-type: none"> <li>No set answer is expected.</li> <li>At higher levels candidates will focus on analysis on impact but at Level 4 may simply list a range of impacts.</li> <li>At Level 5 there will be judgement as to the relative importance of factors.</li> <li>At higher levels candidates might establish criteria against which to judge ‘impact’.</li> <li>To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.</li> </ul>

Question		Answer	Mark	Guidance
2	(a)	<ul style="list-style-type: none"> <li>Answers might consider the way the war damaged Russia's traditional class systems and caused political demands to increase;</li> <li>Answers might consider the problems caused by the Tsar assuming the role of Commander in Chief of the army;</li> <li>Answers might consider the public outrage at the increasing influence of Alexandra and Rasputin.</li> </ul> <p><b>Which of the following were more successful in their opposition to the Tsar between 1900 and 1906?</b></p> <p>(i) Liberals (ii) Marxists</p> <p><b>Explain your answer with reference to both (i) and (ii).</b></p> <ul style="list-style-type: none"> <li>In <b>dealing the Liberals</b>, answers might argue that the Liberals had successfully developed an opposition movement when they were banned;</li> <li>Answers might argue that Liberal demands became widespread, forming the basis of Father Gapon's petition in January 1905 and becoming the main demands of most of the revolutionaries that year;</li> <li>Answers might argue that the promises of the October Manifesto met most of the Liberals' aims showing that they had achieved genuine success;</li> <li>Answers might consider that the Liberals had a limited role in the 1905 Revolution and by 1906 had split into two rival groups in the Duma so they lacked true influence and unity of purpose.</li> <li>In dealing with <b>Marxists</b>, answers might argue</li> </ul>	10	<p>The indicative content lists features of the period studied that relate to the question set.</p> <p><b><u>Neither significance nor relative importance are attributed to the features listed.</u></b></p> <p>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.</p> <ul style="list-style-type: none"> <li>No set answer is expected</li> <li>Judgement must be supported by relevant and accurate material.</li> <li>Only credit material relevant to question.</li> <li>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..</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	Mark	Guidance
2	(b)*	<p>that the Marxists had an important role in some of the organisations of 1905, for example Trotsky's role in the St Petersburg Soviet;</p> <ul style="list-style-type: none"> <li>• Answers might consider that the impact of both groups in Russia was limited in this period, since most of the Bolsheviks were in exile throughout it, and the Okhrana had successfully infiltrated both organisations.</li> <li>• Answers might argue that Lenin divided the SD movement and therefore weakened it.</li> <li>• Answers might argue they encouraged Nicholas to make concessions, creating legal workers interest groups, although short-lived showed worker unrest was a threat.</li> <li>• Answers might consider the limited membership.</li> </ul> <p><b>Assess the reasons for Stalin's rise to power between 1924 and 1929.</b></p> <ul style="list-style-type: none"> <li>• <b>In arguing that the main reason for Stalin's rise to power between 1924 and 1929 was the miscalculation of his opposition</b>, answers might consider that his opponents missed the opportunity to remove him from his position, by agreeing not to publish Lenin's Testament;</li> <li>• Answers might consider the mistakes made by Trotsky; his failure to attend meetings and criticism of the Party bureaucracy, which alienated him from potential bases of support;</li> <li>• Answers might consider the failure of Zinoviev and Kamanev to set aside their differences with Trotsky in order to focus on marginalising Stalin's position in the Party;</li> </ul>	20	<p>The indicative content lists features of the period studied that relate to the question set.  <b><u>Neither significance nor relative importance are attributed to the features listed.</u></b>  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.</p> <ul style="list-style-type: none"> <li>• No set answer is expected.</li> <li>• At higher levels candidates will focus on analysis of the reasons but at Level 4 may simply list a range of reasons.</li> <li>• At Level 5 there will be judgement as to the relative importance of factors.</li> <li>• At higher levels candidates might establish criteria against which to judge Stalin's 'rise to power'.</li> </ul>

Question	Answer	Mark	Guidance
	<ul style="list-style-type: none"> <li>• Answers might consider Bukharin's failure to realise that Stalin had manipulated him over his position with the NEP.</li> <li>• <b>In arguing that there were other reasons for Stalin's rise to power between 1924 and 1929</b>, answers might consider Stalin's role as General Secretary;</li> <li>• Answers might consider Stalin's popularity in the Party compared to that of Trotsky;</li> <li>• Answers might consider Stalin's political skill and cunning, adopting more popular policies and changing his allegiances;</li> <li>• Answers might consider the good fortune that came Stalin's way from chance events, such as Lenin's timely death and Trotsky's illness, which Stalin was able to manipulate to his advantage.</li> </ul>		<ul style="list-style-type: none"> <li>• To be valid judgements, claims must be supported by accurate and relevant 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 the descriptions in the levels mark scheme.</li> </ul>

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>
	<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 relevant and in the most part substantiated.
<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. The information has some relevance and is presented with limited structure. The information is supported by limited evidence.
<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 by limited evidence and the relationship to the evidence may not be clear.
<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 supported by limited evidence.
0 marks	No evidence of understanding and no demonstration of any relevant knowledge.

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