

GCE

History A

Y318/01: Russia and its rulers 1855-1964

Advanced GCE

Mark Scheme for Autumn 2021

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.


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.

© OCR 2021

Annotations

Annotation	Meaning of annotation
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
P	Provenance
SC	Simple comment
	Unclear
V	View
S	Synthesis
C	Continuity/Change

Subject Specific Marking Instructions

Question	Answer	Mark	Guidance
1	<p>Evaluate the interpretations in both of the two passages and explain which you think is more convincing as an explanation of the impact of Khrushchev’s domestic policies on rural and urban living conditions.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A suggests that Khrushchev’s policies did not improve living conditions, and the main impact of Khrushchev’s policies was to cause damage to the economy, leading to high prices for low quality goods and discontent.</p> <ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue that it is valid because Khrushchev’s policies failed to overcome the problems created by earlier economic policies, and negatively affected living conditions. • Answers might argue that it is valid because the workers did not trust Soviet consumer goods and instead bought food. • Answers might argue that it is valid because the negative impacts on working and living conditions can be directly linked to Khrushchev’s policies, poor planning of the Virgin Lands scheme and unrealistic targets. • Answers might argue that it is valid because the impact of the economic problems and food prices was discontent amongst the peasants and workers; 	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 using 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 must be supported by relevant and accurate material. • 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

		<ul style="list-style-type: none"> Answers might argue that it is valid because a major area of criticism leading to his resignation was the failure of agricultural policies. <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B suggests that the policies did improve living conditions, due to success in agricultural policies, as well as improvements in the quantity of available housing and improvements in wages.</p> <ul style="list-style-type: none"> In evaluating Interpretation B, answers might argue that it is valid because early parts of agricultural plans showed promise, for example the Virgin Land Schemes had early success. Answers might argue that it is valid because in urban areas, there was some improvement in living conditions, especially with the construction of prefabricated buildings which allowed families to have their own place to live. Answers might argue that it is valid because of the effort to improve services in urban areas, and the focus on quantity which affected many workers. Answers might argue that it is valid because the introduction of a minimum wage and general wage rises meant that average family income rose under Khrushchev. Answers might argue that it is valid because consumer goods like televisions and washing machines became more common, supporting the view of the creation of a minimally acceptable standard of living. 		
--	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Section B Mark Scheme

Question	Answer	Mark	Guidance
2*	<p>‘Throughout the years from 1855 to 1964 the methods of repression and enforcement used by Russian governments remained consistent.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that there was a fundamental similarity in how repression was used by successive governments.</p> <ul style="list-style-type: none"> • Answers might consider the fundamental similarities between the nature and tactics of secret police forces under successive governments against critics of the regime, such as the Okhrana and the Cheka. • Answers might consider the use of prison camps, exile and capital punishments for crimes such as criticising the government through the period. • Answers might consider the limits to cultural and educational expression through the period, for example the cultural control of minorities exerted through Russification and the communist governments of Lenin, Stalin and Khrushchev. • Answers might consider the consistency of centralised dictatorial or autocratic control of police forces. • Answers might consider the consistent use of the media and propaganda to indoctrinate the population. <p>In challenging the hypothesis in the question, answers might argue that there were notable differences in the use of repression through the period.</p>	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.

		<ul style="list-style-type: none"> • Answers might consider the increasing scale of repression under the Tsars from 1855 to 1917 in response to growing popular unrest. • Answers might consider the new use of the Red Terror by Lenin to consolidate a government. • Answers might consider the industrial scale of purges carried out under Stalin in the Great Terror. • Answers might consider the relative relaxing of aspects of repression, especially culturally, under Khrushchev with de-Stalinisation. • Answers might consider the changing nature of propaganda messages under the Communist government, and changes in who was targeted for repressive policies, for example economic groups like Kulaks under early communist rule. • Answers might consider the growth of militant opposition to religion under the Communist governments. 		
3*		<p>The economic policies of Russian governments consistently failed to benefit the rural population throughout the years from 1855 to 1964.’ How far do you agree?</p> <p>In supporting the hypothesis in the question, it might be argued that the various economic policies of the period failed to have positive results for the rural population.</p> <ul style="list-style-type: none"> • Answers might consider the limitations of emancipation of the peasantry and the problems of the division of land under Alexander II’s reforms. • Answers might consider the unpopularity in rural areas of aspects of Witte and Stolypin’s policies. • Answers might consider the disastrous results of War Communism. 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.

		<ul style="list-style-type: none"> • Answers might consider the peasant resistance to, and famine caused by, Collectivisation. • Answers might consider the failures of the Virgin Land Schemes under Khrushchev. <p>In challenging the hypothesis in the question, answers might argue that there were some policies that did benefit the rural populations.</p> <ul style="list-style-type: none"> • Answers might consider the peasants who benefitted from the Emancipation Act. • Answers might consider the agricultural reforms under Stolypin. • Answers might consider the benefits for many peasants under NEP for a brief period. • Answers might consider the benefits to some peasants of Collectivisation, especially with private plots. • Answers might consider the early successes of some aspects of Khrushchev’s agricultural policies. 		
4*		<p>‘War always led to major changes in the government of Russia in the period from 1855 to 1964. How far do you agree?’</p> <p>In supporting the hypothesis in the question, it might be argued that a number of wars led to governmental changes.</p> <ul style="list-style-type: none"> • Answers might consider the impact of the Crimean War and subsequent Great Reforms on the nature of Alexander II’s government • Answers might consider the Russo-Japanese War and 1905 Revolution leading to a form of constitutional change. • Answers might consider the constitutional change following the two 1917 Revolutions, initially to a 	25	<ul style="list-style-type: none"> • No set answer is expected • At higher levels answers might establish criteria against which to judge • To be valid, judgements must be supported by relevant and accurate material. • 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.

		<p>form of liberal parliamentary democracy, and then to Bolshevism.</p> <ul style="list-style-type: none"> • Answers might consider the impact of Civil War in Lenin’s centralisation of government. • Answers might consider the impact of developments in the Cold War on Russian government, such as the link between the central government and the satellite states. <p>In challenging the hypothesis in the question, answers might argue that some governmental changes were insignificant, and/or that there were wars which did not lead to governmental change.</p> <ul style="list-style-type: none"> • Answers might consider the limitations of the governmental changes under Alexander II and the continuing fundamentally autocratic nature of his government. • Answers might consider that imperial wars 1860 to 1905, e.g. with Turkey, had no significant governmental impact and that Alexander III maintained his autocratic authority. • Answers might consider the lack of substantial governmental change in 1905 through the limited terms of the Fundamental Law. • Answers might consider the Second World War as an example of a war which consolidated Stalin’s control at the centre of the government, for example leading to the first stages of a new wave of Purges and the maintenance of the Communist government after his death. • Answers might consider the impact of the Cold War in stagnating the government and hindering political change. 		
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

APPENDIX 1 – this contains a generic mark scheme grid

	<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.

OCR (Oxford Cambridge and RSA Examinations)
The Triangle Building
Shaftesbury Road
Cambridge
CB2 8EA

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored