

GCE

History A

Unit **Y249/01**: Russia 1894–1941

Advanced Subsidiary GCE **H105**

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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Section A

Question	Answer	Marks	Guidance
1*	<p>To what extent was Lenin a strong leader?</p> <ul style="list-style-type: none"> • In arguing that Lenin was a strong leader, answers might consider the development of the Cheka and the secret police • Answers might consider the reshaping of Marxist theory to fit Russia, and the subordination of the legal system to the Party. • Answers might consider the role Lenin played in the November Revolution, driving his will through the Party and succeeding in his aims. • Answers might consider Lenin's role in the Civil War, his leadership and adaptability in altering economic policy • In arguing that Lenin was not a strong leader, answers might consider the fact that Lenin had to alter economic course through the introduction of the NEP • Answers might consider the fact that Trotsky was a greater figure in the victory in the Civil War. • Answers might consider the fact that Lenin's adaptability was a sign of weakness, and that he had underestimated the lack of desire for a Marxist revolution in the world sphere. • Answers might consider his lack of involvement in the 1917 revolution as he was in exile. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be a judgement as to the level of strength • At Level 5 answers might establish criteria against which to judge strength. • To be valid, judgements 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 mark scheme.

Question	Answer	Marks	Guidance
2*	<p>Assess the reasons why Stalin was able to come to power in 1929.</p> <ul style="list-style-type: none"> • Answers might consider Stalin's position in 1924 and his appointment to key government posts, such as General Secretary • Answers might consider alongside this his power of patronage • Answers might argue that Stalin utilised Lenin's legacy, such as the Ban on Factions to his advantage • Answers might argue that Lenin's death, funeral and the role of the Testament played a key role in his coming to power. • Answers might argue that Stalin used arguments over economic policy, such as the continuation of the NEP to come to power. • Answers might argue that foreign policy played a key role, for instance disagreements over socialism in one country, in allowing him to come to power • Answers might argue that Stalin manipulated his fellow Bolsheviks, turning one side against the other. • Answers might argue that the character of the other Bolsheviks allowed Stalin to come to power. 	30	<ul style="list-style-type: none"> • No set answer is expected. • At Level 5 there will be a judgement as to the main reason why he came to power. • At Level 5 answers might establish criteria against which to judge extent. • To be valid, judgements 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 mark scheme.

Question	Answer	Marks	Guidance
3	<p>'Russia's defeat at the hands of a small, supposedly inferior Asian country was a national humiliation...Russia's dismal performance contributed considerably to the build up of tension that led to a direct challenge to tsardom - the 1905 Revolution.' M Lynch, <i>From Autocracy to Communism</i> 2008</p> <p>Evaluate the strengths and limitations of this interpretation, making references to other interpretations that you have studied.</p> <ul style="list-style-type: none"> • The historical debate centres around causes of the 1905 Revolution • In analysing and evaluating the strengths and limitations of the interpretation, alongside the main line of argument that the main cause was the Russo-Japanese war, answers might consider the general resistance to reform from the tsars and the inefficiency of the system of autocracy. Answers may also challenge the interpretation through the consideration of the economy, the role of reforming opposition and the development of a revolutionary tradition. • In analysing and evaluating the strengths of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • The desire to distract attention from Russia's domestic troubles and its failure to do so. • The underestimation of Japan and Japanese victories at Port Arthur and Tsushima. • The inability of the Trans-Siberian railway to cope with transportation • The incompetence of the government. 	20	<ul style="list-style-type: none"> • No set answer is expected. • Candidates must use their knowledge and understanding of the historical context and the wider historical debate surrounding the issue to analyse and evaluate the given interpretation. • Candidates must refer to at least one other interpretation. • The quality of analysis and evaluation of the interpretations should be considered when assigning answers to a level, not the quantity of other interpretations used in the answer. • Other interpretations considered as part of evaluation and analysis do not need to be attributed to specific named historians, but they must be recognisable historical interpretations, rather than the candidate's own viewpoint. • Answers may include more on strengths or more on limitations and there is no requirement for a 50/50 split in the evaluation, however for level 5 there should be well supported evaluation of both and for level 4 supported evaluation of both, in line with levels descriptors. • Candidates are not required to construct their own interpretation.

Question	Answer	Marks	Guidance
	<ul style="list-style-type: none"> • In analysing the limitations of the given interpretation, answers might use knowledge and understanding of: <ul style="list-style-type: none"> • The nature of autocracy and character of Nicholas II • The role of economic dissatisfaction • The role of reformist groups, such as the middle class • The rise of left wing opposition and revolutionaries • Other interpretations that might be used in evaluation of the given interpretation are: <ul style="list-style-type: none"> • interpretations which recognise the inherent problems of autocracy • interpretations that focus on economic problems • interpretations that focus on the role of political opposition, both reformist and extreme. • Interpretations that focus on the character of the tsarist state and the ingrained lack of desire to change. 		

Appendix 1

	<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 A, Questions 1 and 2: Essay [30]
Level 5 25–30 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
Level 4 19–24 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 13–18 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.
Level 2 7–12 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.
Level 1 1–6 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.

	<i>A03: 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 B, Question 3: Interpretation [20]
Level 5 17–20 marks	The answer has a very good analysis of the interpretation. It uses detailed and relevant knowledge of the historical context and shows thorough understanding of the wider historical debate, in the form of detailed examination of other interpretations, in order to produce a well-supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 4 13–16 marks	The answer has a good analysis of the interpretation. It uses relevant knowledge of the historical context and good understanding of the wider historical debate, in the form of examination of other interpretations, in order to produce a supported evaluation of both the strengths and weaknesses of the given interpretation.
Level 3 9–12 marks	The answer has a partial analysis of the interpretation. It uses some relevant knowledge of the historical context and shows partial understanding of the wider historical debate, in the form of reference to other interpretations, in order to evaluate the strengths and weaknesses of the given interpretation. The evaluation may be un-even with only limited treatment of either limitations or strengths, but both will be addressed.
Level 2 5–8 marks	The answer has a limited analysis of the interpretation. It uses generalised knowledge of the historical context and shows limited understanding of the wider historical debate, in the form of generalised reference to other interpretations, in order to produce a limited evaluation of the given interpretation. The evaluation may deal with either strengths or limitations in a very superficial way, or may only address limitations or strengths.
Level 1 1–4 marks	The answer has a very limited analysis of the interpretation which may be descriptive and relate more to the topic area than the detail of the interpretation. It uses very limited and generalised knowledge of the historical context and shows very limited or no understanding of the wider historical debate, with reference to other interpretations being implicit or lacking, in order to produce a very simplistic, asserted evaluation of the given interpretation.
0 marks	No evidence of understanding or reference to the interpretation.

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

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