



Oxford Cambridge and RSA

**GCE**

**History A**

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

Advanced GCE

**Mark Scheme for November 2020**

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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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**Annotations**

Annotation	Meaning
BP	Blank Page
N/A	Highlight
	Off-page comment
	Assertion
	Analysis
EVAL	Evaluation
E	Explanation
	Factor
ILL	Illustrates/Describes
IR	Irrelevant, a significant amount of material that does not answer the question
	Judgement
KU	Knowledge and understanding
	Provenance
	Simple comment
?	Unclear
	View

Question	Answer	Mark	Guidance
<p>1 (a)  <b>Which of the following had a greater impact on Russian society in the 1930s?</b>  <b>(i) Collectivisation</b>  <b>(ii) The Five Year Plans</b>  <b>Explain your answer with reference to both (i) and (ii).</b></p>	<ul style="list-style-type: none"> <li>• In dealing with Collectivisation, answers might argue that it lead to far greater social control over the peasants, with over 90% of them in collectives by the end of the 1930s and monitored by methods like Machine Tractor Stations;</li> <li>• Answers might argue that collectivisation led to great misery in Russian society, with dekulakisation and the Holodomor leading to the deaths of millions;</li> <li>• Answers might argue that collectivisation led to great social transformation, with around 20 million peasants moving from the countryside into the cities;</li> <li>• Answers might refer to the pace of collectivisation having to be temporarily slowed in 1930;</li> <li>• Answers might consider the continued use of private plots by many peasants that shows the relative changes of collectivisation were more limited than first appears.</li> <li>• In dealing with The Five Year Plans, answers might argue that the enthusiasm and energy of the Five Year Plans – for example the mindset that ‘there were no fortresses a Bolshevik cannot storm’ – created greater</li> </ul>	10	<ul style="list-style-type: none"> <li>• No set answer is expected. <ul style="list-style-type: none"> <li>• Judgement must be supported by relevant and accurate material. If not, mark as assertion.</li> <li>• Only credit material relevant to the impact on Russian society.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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 the descriptions in the levels mark scheme.</li> </ul> </li> </ul>

		<p>commitment from many in Russian society;</p> <ul style="list-style-type: none"> <li>• Answers might argue that the Stakhanovite Movement created social mobility for some workers;</li> <li>• Answers might argue that greater control in the workplace, the introduction of workbooks and the harsh treatment given to ‘wreckers’ created fear among some people;</li> <li>• Answers might refer to the extent to which the shortages of consumer goods throughout the Five Year Plans meant that for many Russian workers living standards failed to improve and there was little real social change;</li> <li>• Answers might consider that the impact of the Five Year Plans was limited in the later 1930s by the activity of the NKVD during the Purges.</li> </ul>		
1	<p><b>(b) * How far was Rasputin to blame for the downfall of Tsar Nicholas II?</b></p>	<ul style="list-style-type: none"> <li>• In arguing Rasputin was to blame, answers might argue that Rasputin’s position of power by late 1915 caused the Tsar’s regime to lose credibility across Russian society;</li> <li>• Answers might argue that Rasputin’s scandalous behaviour offended the traditional values of many Russians and made the regime more unpopular;</li> <li>• Answers might argue that Rasputin’s influence over Nicholas and especially Alexandra caused instability in</li> </ul>	20	<ul style="list-style-type: none"> <li>• No set answer is expected. <ul style="list-style-type: none"> <li>• At higher levels candidates will focus on “how far” but at Level 4 may simply list reasons.</li> <li>• At Level 5 and above there will be judgement as to the level of extent.</li> <li>• At higher levels candidates might establish criteria against which to measure relative blame.</li> </ul> </li> </ul>

		<p>government as seen by the ‘ministerial leapfrog’ during the First World War;</p> <ul style="list-style-type: none"> <li>• Answers might argue that Rasputin was a focus of Liberal discontent since they were denied a role in a ‘Ministry of National Confidence’ leading to Milyukov’s ‘Stupidity or Treason’ speech;</li> <li>• Answers might argue that Rasputin’s murder at the hands of a group of Russian nobles demonstrated that even the Tsar’s own peers had begun to tire of his rule and plotted against him.</li> <li>• In arguing other factors were to blame, answers might argue that since the main war effort was in the hands of Zemgor and the War Industry Committees by 1915 Rasputin’s influence, and so his role in the downfall of the Tsar, was limited;</li> <li>• Answers might argue that Nicholas himself was to blame for his own downfall, making the fateful decision to take personal responsibility of the Russian Army and becoming increasingly out of touch at Mogilev;</li> <li>• Answers might argue that Russia’s poor performance during the First World War and the failure of offensives such as Brusilov turned the army against the Tsar;</li> </ul>	<ul style="list-style-type: none"> <li>• To be valid judgements, claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme.</li> </ul>
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		<ul style="list-style-type: none"><li>• Answers might argue that the economic hardship caused by the war turned the Russian people against the regime;</li><li>• Answers might argue that the huge dislocation caused by the movement of millions of soldiers and refugees and the pressure it placed on cities resulted in the collapse of the regime;</li><li>• Answers might argue that the events of February 1917 were the result of spontaneous and popular protests rather than focused around one specific issue.</li></ul>		
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	Question	Answer	Mark	Guidance
2	<p>(a)  <b>Which of the following was more effective in allowing the Bolsheviks to maintain power after the revolution of November 1917?</b>  <b>(i) The Lenin Decrees</b>  <b>(ii) The dissolution of the Constituent Assembly</b>  <b>Explain your answer with reference to both (i) and (ii).</b></p>	<ul style="list-style-type: none"> <li>• In dealing with The Lenin Decrees, answers might argue that the Lenin Decrees were intended to appease the Russian people and so increase support for the Bolsheviks;</li> <li>• Answers might argue that given how unpopular the war had been in Russian, the Decree of Peace was vital in showing Bolshevik commitment to ending the war, and so increasing their support;</li> <li>• Answers might argue that the Decree on Workers' Control was vital in ensuring that economic production continued and economic collapse was avoided;</li> <li>• Answers might refer to the Decree on Land being merely a recognition of what had already occurred in the countryside with widespread land seizures and the Bolsheviks were simply responding to events;</li> <li>• Answers might consider that many of the Lenin Decrees were only ever intended to be temporary and so were only an effective method in the short term;</li> <li>• In dealing with the dissolution of the Constituent Assembly, answers might argue that it allowed the Bolsheviks to remove the Socialist Revolutionaries from a position of power</li> </ul>	10	<p>No set answer is expected.</p> <ul style="list-style-type: none"> <li>• Judgement must be supported by relevant and accurate material. If not, mark as assertion.</li> <li>• Only credit material relevant to allowing the Bolsheviks to maintain power.</li> <li>• Answers may deal with each factor in turn, then compare them to reach a judgement, or may 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 the descriptions in the levels mark scheme.</li> </ul>

		<p>which was crucially important given the SR's strong performance in the November 1917 elections;</p> <ul style="list-style-type: none"> <li>Answers might argue that it marked an end to any pretence at democracy by the Bolsheviks and allowed them to exercise single party control, banning rival parties in the following weeks;</li> <li>Answers might argue that the violent manner in which the Bolsheviks dissolved the Assembly and handled protests about it showed an increased willingness to use force in order to maintain power, as seen by the 'red terror';</li> <li>Answers might refer to unease and disagreements the dissolution caused within the Bolshevik movement itself – such as from Gorky – which showed internal divisions over the action;</li> <li>Answers might consider how the dissolution would lead to the SRs forming the Komuch and eventually fighting against the Bolsheviks during the Civil War, increasing the opposition they faced.</li> </ul>		
2	<b>(b) * 'The improvement of agricultural production was the reason for voluntary and forced collectivisation in Russia after 1928.' How far do you agree?</b>	<ul style="list-style-type: none"> <li>In arguing that the main reason was to improve agricultural production, answers might argue that the inefficient and traditional methods of the mir could only be overcome with a complete</li> </ul>	20	<ul style="list-style-type: none"> <li>No set answer is expected. <ul style="list-style-type: none"> <li>At higher levels candidates will focus on "assess" but at Level 4 may simply list reasons.</li> </ul> </li> </ul>

		<p>overhaul of agriculture through collectivisation;</p> <ul style="list-style-type: none"> <li>• Answers might argue that in order to release more Soviet peasants to become part of the urban labour force agriculture needed to become more efficient through collectivisation;</li> <li>• Answers might argue that by 1928 the failures of NEP had become clear and collectivisation aimed to address this;</li> <li>• Answers might argue that peasants had responded to the lowering price of grain through the ‘scissors crisis’ by planting less and that greater state control through collectivisation would overcome this;</li> <li>• Answers might argue that food shortages and famines were a constant challenge facing Russian governments – most recently during the Civil War – and collectivisation was introduced to overcome this.</li> <li>• In arguing that there were other reasons, answers might argue that there were wider ideological and pragmatic reasons for voluntary and forced collectivisation in Russia after 1928;</li> <li>• Answers might argue that collectivisation had always been a long</li> </ul>	<ul style="list-style-type: none"> <li>• At Level 5 and above there will be judgement as to the level of extent.</li> <li>• At higher levels candidates might establish separate criteria for voluntary and forced collectivisation.</li> <li>• To be valid judgements, claims must be supported by relevant and accurate 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 descriptions in the levels mark scheme.</li> </ul>
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		<p>term aim and that NEP had only ever been introduced as a temporary measure;</p> <ul style="list-style-type: none"><li>• Answers might argue that collectivisation met ideological aims of greater state control;</li><li>• Answers might argue that collectivisation was a method of identifying and dealing with the kulaks who Stalin believed were hoarding grain and were enemies of the state;</li><li>• Answers might argue that Stalin used collectivisation to meet his own political aims, by abandoning NEP to undermine the right wing of the Party and to test the loyalty of his colleagues;</li><li>• Answers might argue that collectivisation has to be seen in the wider context of the 'Great Turn' and the need for the USSR to modernise rapidly in order to combat a feared attack from the West.</li></ul>		
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