

GCE

History A

Y318/01: Russia and its rulers 1855-1964

A Level

Mark Scheme for June 2022

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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
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

12. 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 about the nature of Khrushchev’s government in the period from 1956 to 1964.</p> <p>In locating the Interpretations within the wider historical debate,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation A suggests that Khrushchev’s government was centred round his ‘grand design’ and achieving his overall policy aims. <p>In evaluating Interpretation A,</p> <ul style="list-style-type: none"> • Answers might argue that the policies referred to were widespread and effectively covered all areas of the government including economy, foreign policy and administration. • Answers might argue that Khrushchev was limited by the legacy of Stalin which required a more forceful leadership than Khrushchev was providing. • Answers might argue that the extract overlooks the efforts Khrushchev went to in rooting out Stalin’s legacy and that this was partly what weakened his leadership. • Answers might argue that Khrushchev’s use of experts to support rather than improve his policies, such as with his Virgin Land Scheme, is a valid interpretation. 	30	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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 Interpretation A is less valid in simply stating that he was not successful in his objectives – this overlooks some of the economic, social and foreign policy achievements that he did have. <p>In locating the Interpretations within the wider historical debate,</p> <ul style="list-style-type: none"> • Answers might argue that Interpretation B suggests that the nature of Khrushchev’s government was a more open style of decision making. <p>In evaluating Interpretation B,</p> <ul style="list-style-type: none"> • Answers might argue that Khrushchev did encourage more political involvement by relaxing censorship and encouraging more debate. • Answers might argue that Khrushchev damaged the reputation of the party and state by allowing more criticism which led to limited protests. • Answers might argue that the interpretation is less valid as it implies more openness than was enjoyed, whereas there was still a measure of censorship of ideas preventing truly open debate. • Answers might argue that the extract is less valid by implying a wider engagement with the party processes than really occurred. The legacy of Stalinism hindered many people from engaging with or criticising the government. • Answers might argue that Interpretation B is less valid as it implies that he copied Stalin’s means of consolidating power but it does not mention his avoidance of terror in the style of Stalin which 		
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	made his leadership harder to enforce and was a crucial factor in the nature of his government.		
2	<p>‘Opposition to the Russian government was more effective in the period from 1855 to 1917 than in the period from 1917 to 1964.’ How far do you agree?</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that opposition prior to the end of Tsarism was able to achieve more than was opposition following the establishment of a Communist state. • Answers might consider the scale of protest movements in gaining popular support during the late 1800s, including the successful assassination of Alexander II. • Answers might consider the 1905 Revolution which resulted in the October Manifesto and a limited democratic change. • Answers might consider social unrest in the period 1906-14 and also the ability of protesters to force the Tsar to abdicate in 1917. <p>In challenging the hypothesis in this question,</p> <ul style="list-style-type: none"> • It might be argued either than opposition was equally ineffective before and after 1917, or that the opposition was less ineffective between c.1924 and c.1956. • Answers might consider the lack of wider support for opposition groups under the Tsars, as these failed to mobilise the peasant masses. • Answers might consider the ineffective nature of reforms achieved in 1905-6 as a result of 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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>opposition, and Stolypin's management of opposition protest.</p> <ul style="list-style-type: none"> • Answers might consider that opposition to the Tsar was only one factor in his overthrow, and that wartime conditions and the lack of military support were crucial. • Answers might consider the widespread opposition to Lenin's government between 1917 and 1921. • Answers might consider Lenin and Stalin's use of terror to control opponents. • Answers might consider the cultural control wielded by Stalin's government to control opposition. • Answers might consider the growth of criticism of the state under Khrushchev once Stalinist terror had been ended. 		
3	<p>'Living and working conditions of rural people changed more in the period from 1917 to 1964 than in the period from 1855 to 1917.' How far do you agree?</p> <p>In supporting the view that rural living and working conditions changed more in the period from 1917 to 1964 than in the period from 1855 to 1917,</p> <ul style="list-style-type: none"> • Answers might consider the poor working and living conditions under Stalin's policy of Collectivisation. • Answers might consider the limitations and failures of Khrushchev's economic policies. • Answers might consider the heavy impact of the Russian Civil War on the rural poor which led to mass starvation. 	25	<p>The indicative content lists features of the period studied that relate to the question set. Both features that support the hypothesis and features that challenge the hypothesis are detailed.</p> <p><u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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.

	<ul style="list-style-type: none"> • Answers might consider the relative improvement experienced by farmers under NEP, especially Kulaks, but note that this was short-lived • Answers might consider the starvation and violence experienced in rural communities in the early years of Collectivisation. • Answers might consider the impact of the Second World War, including the German invasion and Soviet scorched earth policy on rural communities. • Answers might consider the living conditions on the kolkhoz and in the agro-towns <p>In challenging the view that rural living and working conditions changed more in the period from 1917 to 1964 than in the period from 1855 to 1917,</p> <ul style="list-style-type: none"> • Answers might consider the poor rural working conditions in 1855 • Answers might consider the lack of positive impact of the Emancipation act, particularly in regards to land allocation, and the continuation of rural poverty • Answers might consider that the peasantry was still tied to the mir after Emancipation • Answers might consider the weakness of Stolypin’s economic policies and how his ‘wager on the strong’ did little to benefit the majority of peasants. • Answers might consider the economic pressures on the peasantry during the First World War 		<ul style="list-style-type: none"> • 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.
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<p>4</p>	<p>Assess the view that the First World War had more impact on the Russian economy than any other war or revolution in the period from 1855 to 1964.</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that the First World War made a more significant impact on the Russian economy than events like Second World War or other wars. • Answers might consider the impact of the First World War on the rural working population. • Answers might consider the impact of the First World War on food supplies to the towns. • Answers might consider the growth of a black-market economy during the First World War. • Answers might consider the land lost at the end of the First World War as a great economic cost. • Answers might consider that the relative economic impact of earlier wars like the Crimean War, or revolutions like the 1905 Revolution, was much smaller. <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • It might be argued that other revolutions or wars had a greater impact on the economy than the First World War. • Answers might consider the Russo-Japanese War, in relation to its small scale, a costly war. • Answers might consider the cost of the 1917 Bolshevik Revolution which allowed Lenin to impose War Communism, a hugely costly economic policy. • Answers might consider the financial cost of the Russian Civil War.. 	<p>25</p>	<p>The indicative content lists features of the period studied that relate to the question set. <u>Neither significance nor relative importance are attributed to the features listed.</u></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"> • 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
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	<ul style="list-style-type: none">• Answers might consider the destruction suffered during the Second World War as greater than the First World War in terms of land damage.• Answers might consider that Russia made post-war improvements to their economy as a result of the Second World War, despite the damage, due to American wartime loans and the gain of satellite states		
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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.

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