

GCE

History A

Y318/01: Russia and its rulers 1855-1964

A Level

Mark Scheme for June 2024

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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

RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor 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 RM Assessor **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 RM Assessor 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:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - 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
	Blank Page
	Highlight
Off-page comment	
	Assertion
	Analysis
	Evaluation
	Explanation
	Factor
	Illustrates/Describes
	Irrelevant, a significant amount of material that does not answer the question
	Judgement
	Knowledge and understanding
	Provenance
	Simple comment
	Unclear
	View

Annotation	Meaning
S	Synthesis
C	Continuity/Change

Question			Answer	Mark	Guidance
1			<p>Evaluate the interpretations in both of the two passages.</p> <p>Explain which you think is more convincing as an explanation of the reasons for Khrushchev's fall from power.</p> <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A presents the view that Khrushchev's fall from power was the result of him losing popularity due to his policies.</p> <ul style="list-style-type: none"> • In evaluating Interpretation A, answers might argue that Khrushchev's use of destalinisation offended traditionalists • Answers might consider that Khrushchev's economic policies like the Virgin Lands Campaign caused economic problems which contributed to his loss of popularity • Answers might consider that many nationalists were offended at Khrushchev's criticism of Stalin's wartime achievements • Answers might argue that the significance of general discontent over economic issues is overemphasised, as open protest was still restricted by police • Answers might argue that the passage overlooks the significance of international events in the government's decision to force his retirement <p>In locating the Interpretations within the wider historical debate, answers might argue that Interpretation B presents the view that Khrushchev's fall</p>	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.

Question			Answer	Mark	Guidance
			<p>from power was the result of his foreign policy decisions in the Cold War.</p> <ul style="list-style-type: none"> • In evaluating Interpretation B, answers might consider the significance of Khrushchev's decisions to compete with the West and its impact on his loss of popularity • Answers might argue that Khrushchev's attempts to alter the power balance in Europe were in fact significant (e.g. 1956 Hungary Crisis) • Answers might consider that the public acceptance of Kennedy's terms of Cuba, compared with the secret reciprocal terms for the USA, made Khrushchev look weak and defeated at home • Answers might consider the domestic impact of Khrushchev's continued spending on armaments in causing economic and social pressures at home • Answers might argue that the Soviet leadership was as concerned with avoiding a repeat of the Cuban Crisis as with accelerating nuclear build up. • Answers might consider domestic, such as economic and social pressures as well as increased freedom of expression. 		

Question			Answer	Mark	Guidance
2*			<p>‘There was very little political change in Russia.’ How far do you agree with this view of the period 1855-1964?</p> <p>Answers might consider some of the following themes: Tsarist rule, the 1917 Revolution, forms of government, methods of control, popular protest</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider governments throughout the period continued to have a strong leader with substantial authority, whether a Tsar or a General Secretary • Answers might consider the continued reliance of the state on police forces to repress opposition • Answers might consider that the general population had very limited political representation, despite the appearance of democracy in reforms like the 1905 October Manifesto or 1936 New Constitution • Answers might consider the continued state control over sharing political ideas or debating reform, not only in the general population but within the government • Answers might consider government responses to examples of protest or resistance <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider developments in local government under Alexander II and III • Answers might consider the significance of the introduction of the Dumas as a form of limited democracy in the period 1906-1917 	25	<p>How far do you agree?</p> <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> <p>Other</p> <p>The indicative content lists features of the period studied that relate to the question set.</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 the validity of the interpretation. • 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.

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Answers might consider the significant change in 1917 from an autocratic monarchy under the Romanovs to a dictatorial government under Communist leadership • Answers might consider the development of centralised government under Communist control • Answers might consider the significance of Khrushchev's policy of destalinisation and relaxed censorship in allowing greater political freedom 		

Question			Answer	Mark	Guidance
3*			<p>‘The Five Year Plans had a far greater impact on industrial workers than any other economic policies.’ How far do you agree with this view of the period 1855-1964?</p> <p>Answers might consider some of the following themes: the nature of the Five-Year Plans, the social as well as economic impact, other economic policies from both Tsarist and other Communist regimes.</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider the impact of the Five Year Plans in introducing workers to new industrial working processes in factories • Answers might consider the concept of the ‘Quicksand Society’ and the impact of rapid migration to and from urban areas on workers. 	25	<p>How far do you agree?</p> <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> <p>Other</p> <p>The indicative content lists features of the period studied that relate to the question set.</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</p>

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Answers might consider the impact of targets and unrealistic planning on workers • Answers might consider the use of shock-worker schemes on workers, including in creating resentment amongst the workforce <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider the poverty and poor living conditions faced by industrial workers under the tsars as a result of their economic policies • Answers might consider the significance of Stolypin's economic policies in developing the small Russian industrial workforce and generating new industry for workers • Answers might consider the impact of War Communism on workers, as nationalisation and food shortages caused by this policy led to poverty and the closing down of many smaller workshops • Answers might consider the impact of NEP on industrial workers, since many urban workers resented the high prices that they had to pay to survive • Answers might consider the economic stagnation industrial workers faced under Khrushchev which led to high levels of discontent 		<p>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 the validity of the interpretation. • 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.

Question			Answer	Mark	Guidance
4*			<p>Assess the view that the Russian government was consistently able to control the nationalities in the Russian Empire and satellite states in the period 1855-1964.</p> <p>Answers might consider some of the following themes: Russification, satellite states, central repression, national identities</p> <p>In supporting the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider the failure of the Polish Revolt in 1863, and the increased Russian control of Poland • Answers might consider the general success of Russification in imposing Russian language and culture across the Empire • Answers might consider Lenin and Stalin's strong control of the nationalities in the Russian Empire in the years 1917 to 1945, and the imposition of Communist government across the Empire • Answers might consider the successful establishment of satellite states from 1945 onwards • Answers might consider the successful repression of the 1956 Hungarian uprising, as well as the construction of the Berlin Wall, 1961 <p>In challenging the hypothesis in the question,</p> <ul style="list-style-type: none"> • Answers might consider the resentment of Russification, for example where Russian culture of laws contrasted with local culture or religious standards 	25	<p>How far do you agree?</p> <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> <p>Other</p> <p>The indicative content lists features of the period studied that relate to the question set.</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 the issue. • 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.

Question			Answer	Mark	Guidance
			<ul style="list-style-type: none"> • Answers might consider the loss of parts of the Empire in the Treaty of Brest-Litovsk • Answers might consider Poland's success against Russia in the Russo-Polish War, leading to the Treaty of Riga • Answers might consider the creation of the Warsaw Pact to establish a strong alliance of satellite states • Answers might consider the challenges in retaining control of the population in East Germany, including the Berlin Crisis 		

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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