



GCE

History A

Y318/01: Russia and its rulers 1855-1964

Advanced GCE

Mark Scheme for June 2019

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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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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

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
SC	Simple comment
	Unclear
V	View

3. Here is the mark scheme for this question paper.

Question	Answer	Marks	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 reasons why Alexander II emancipated the serfs.</p> <ul style="list-style-type: none"> • In locating the Interpretations within the wider historical debate, answers might argue that Interpretation A argues that Alexander II emancipated the serfs as he was a conservative and wished to preserve autocracy as well as to be accepted by western powers. • In evaluating Interpretation A, answers might argue that it is valid as his main aim was to maintain autocracy. • Answers may argue that Interpretation A is valid because the system of redemption payments and limited political and social reforms show his conservatism. • Answers might consider the Interpretation A is valid because, following emancipation, rural revolt declined substantially. • Answers might argue that Interpretation A is not valid because Alexander was not concerned about the European concert of powers and merely wished to maintain his own power. • Answers might argue that Interpretation B is not valid because Alexander did not have a desire to improve the conditions of the peasantry, as shown by the crippling redemption payments. • In locating the Interpretations within the wider historical debate, answers might argue that 	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 use 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, claims 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 levels mark scheme.

		<p>Interpretation B argues that Alexander II emancipated the serfs due to the lessons of the Crimean War.</p> <ul style="list-style-type: none">• In evaluating Interpretation B, answers might argue the view is valid due to the fact that the peasantry made up 90% of the population and were thus the backbone of the economy.• Answers might argue that Interpretation B is valid because defeat in Crimea did severely weaken Alexander's prestige.• Answers might argue that Interpretation B is valid because, while all Russian tsars wished to preserve autocracy, the Crimean War was a turning point in highlighting the weaknesses of the system of serfdom.• Answers might argue that Interpretation B is invalid because it neglects the outcomes of emancipation, such as redemption payments.• Answers might argue that Interpretation B is invalid because it focuses on the short term causes of the reform, whereas A focuses on the long term causes, but actually they are interlinked.		
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Question	Answer	Marks	Guidance
2*	<p>“Opposition to Russian rulers was more successful under the rule of the Tsars than the Communist governments.” How far do you agree with this view of the period 1855-1964?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, it might be argued that the Romanov dynasty was overthrown in February 1917 by opposition. • Answers might consider the legalisation of political parties under Nicholas II as a success. • Answers might refer to the assassination of Alexander II. • Answers might refer to the Red Terror under Lenin and the Great Terror under Stalin as examples of communist rulers putting opposition down. • In challenging the hypothesis in the question, answers might argue that the reaction put down opposition under the Tsars. • Answers might argue that peasant revolt was generally unsuccessful across the time period. • Answers might argue that opposition to Lenin during the Civil War prompted the introduction of the NEP. • Answers might argue that opposition to Russian rulers by the nationalities was more successful under the Communist Party due to russification. 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates might establish criteria against which to judge. • To be valid judgements, claims 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 levels mark scheme.

Question	Answer	Marks	Guidance
3	<p>“The Russo-Japanese war of 1904-1905 changed the lives of the peasantry more than any other war in the period 1855-1964.” How far do you agree?</p> <ul style="list-style-type: none"> • In supporting the hypothesis in the question, answers might refer to the October Manifesto and the legalisation of political parties, giving the peasantry representation. • Answers might argue that the Russo-Japanese War ushered in the reforms of Stolypin, the ending of redemption payments and the growth of private sales in produce. • Answers might argue that culture under Nicholas II before the First World War was opened up to all, in particular during the Silver Age. • In challenging the hypothesis in the question, answers might refer to the fact that, politically, the introduction of the Duma did not bring mass representation to the peasantry. • Answers might argue that the Great Reforms of Alexander II which could be argued to be a response to the Crimean War altered their lives more as it gave the peasantry a political voice (the zemstvo), freedom (emancipation) and educational opportunities. • Answers might argue that the First World War and transition to the Provisional Government gave the peasantry real political freedom for the first time. • Answers might argue that the Civil War, and consequent policy of the NEP greatly impacted their lives. 	25	<ul style="list-style-type: none"> • No set answer is expected. • At higher levels candidates might establish criteria against which to judge. • To be valid judgements, claims 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 levels mark scheme.

			<ul style="list-style-type: none"> Answers might consider the negative consequences of the Second World War. Answers might consider the Cold War context and Khrushchev's building of agro-towns. 		
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Question	Answer	Marks	Guidance
4	<p>“In the period 1855-1964 the lives of the nationalities changed more under the rule of the Communist governments than the Tsars.” How far do you agree?</p> <ul style="list-style-type: none"> In supporting the hypothesis in the question, answers might argue that their lives changed under communist rule, firstly through the Treaty of Brest-Litovsk, but then, negatively, through the creation of the USSR and further russification and Russian Chauvinism. Answers might argue that Stalin's rule had an impact through its economic policies such as the man-made famine in the Ukraine. Answers might consider the impact of the Great Terror. Answers might consider the impact of the Second World War. Answers might argue that Khrushchev's rule had a great impact, with the nature of the Cold War and spheres of influence. In challenging the hypothesis in the question, answers might argue that the policies towards the nationalities instigated by the Communist Party had already been started under the Tsars. Answers might argue that there was a lack of 	25	<ul style="list-style-type: none"> No set answer is expected. At higher levels candidates might establish criteria against which to judge. To be valid judgements, claims 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 levels mark scheme.

			<p>political freedom under the Tsars, which continued under Communist rule.</p> <ul style="list-style-type: none">• Answers might argue that economically, famines disproportionately hit the nationalities across the time period.• Answers might argue that socially the Tsars were more repressive, and that under Khrushchev in particular there was some relaxation.		
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APPENDIX 1 – this contains a generic mark scheme grid

	<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 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>A01: 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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