



## **General Certificate of Education**

# **AS History 1041**

### **Unit 2: HIS2L**

## **The Impact of Stalin's Leadership in the USSR, 1924–1941**

# **Mark Scheme**

*2010 examination – January series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## Generic Introduction for AS

The AS History specification is based on the assessment objectives laid down in QCA's GCE History subject criteria and published in the AQA specification booklet. These cover the skills, knowledge and understanding which are expected of A Level candidates. Most questions address more than one objective since historical skills, which include knowledge and understanding, are usually deployed together. Consequently, the marking scheme which follows is a 'levels of response' scheme and assesses candidates' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how candidates have demonstrated their abilities in the Assessment Objectives. Candidates who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Candidates who provide more explanation – (AO1(b), supported by the relevant selection of material, AO1(a)) – will perform at high Level 2 or low-mid Level 3 depending on how explicit they are in their response to the question. Candidates who provide explanation with evaluation, judgement and an awareness of historical interpretations will be addressing all 3 AOs (AO1(a); AO1(b); AO2(a) and (b) and will have access to the higher mark ranges. AO2(a) which requires the evaluation of source material is assessed in Unit 2.

Differentiation between Levels 3, 4 and 5 is judged according to the extent to which candidates meet this range of assessment objectives. At Level 3 the answers will show more characteristics of the AO1 objectives, although there should be elements of AO2. At Level 4, AO2 criteria, particularly an understanding of how the past has been interpreted, will be more in evidence and this will be even more dominant at Level 5. The demands on written communication, particularly the organisation of ideas and the use of specialist vocabulary also increase through the various levels so that a candidate performing at the highest AS level is already well prepared for the demands of A2.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners (to accompany Level Descriptors)**

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##### **Deciding on a level and the award of marks within a level**

It is of vital importance that examiners familiarise themselves with the generic mark scheme and apply it consistently, as directed by the Principal Examiner, in order to facilitate comparability across options.

The indicative mark scheme for each paper is designed to illustrate some of the material that candidates might refer to (knowledge) and some of the approaches and ideas they might develop (skills). It is not, however, prescriptive and should only be used to exemplify the generic mark scheme.

When applying the generic mark scheme, examiners will constantly need to exercise judgement to decide which level fits an answer best. Few essays will display all the characteristics of a level, so deciding the most appropriate will always be the first task.

Each level has a range of marks and for an essay which has a strong correlation with the level descriptors the middle mark should be given. However, when an answer has some of the characteristics of the level above or below, or seems stronger or weaker on comparison with many other candidates' responses to the same question, the mark will need to be adjusted up or down.

When deciding on the mark within a level, the following criteria should be considered *in relation to the level descriptors*. Candidates should never be doubly penalised. If a candidate with poor communication skills has been placed in Level 2, he or she should not be moved to the bottom of the level on the basis of the poor quality of written communication. On the other hand, a candidate with similarly poor skills, whose work otherwise matched the criteria for Level 4 should be adjusted downwards within the level.

Criteria for deciding marks within a level:

- The accuracy of factual information
- The level of detail
- The depth and precision displayed
- The quality of links and arguments
- The quality of written communication (grammar, spelling, punctuation and legibility; an appropriate form and style of writing; clear and coherent organisation of ideas, including the use of specialist vocabulary)
- Appropriate references to historical interpretation and debate
- The conclusion

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January 2010

**GCE AS History Unit 2: Historical Issues: Periods of Change**

**HIS2L: The Impact of Stalin's Leadership in the USSR, 1924–1941**

**Question 1**

- (a) Use **Sources A** and **B** and your own knowledge.

Explain how far the views in **Source B** differ from those in **Source A** in relation to the impact of collectivisation. (12 marks)

*Target: AO2(a)*

**Levels Mark Scheme**

- |  |              |
|--|--------------|
| Nothing written worthy of credit.  | <b>0</b>     |
| <b>L1:</b> Answers will <b>either</b> briefly paraphrase/describe the content of the two sources <b>or</b> identify simple comparison(s) between the sources. Skills of written communication will be weak.  | <b>1-2</b>   |
| <b>L2:</b> Responses will compare the views expressed in the two sources and identify some differences and/or similarities. There may be some limited own knowledge. Answers will be coherent but weakly expressed.  | <b>3-6</b>   |
| <b>L3:</b> Responses will compare the views expressed in the two sources, identifying differences <b>and</b> similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.                                      | <b>7-9</b>   |
| <b>L4</b> Responses will make a developed comparison between the views expressed in the two sources and will apply own knowledge to evaluate and to demonstrate a good contextual understanding. Answers will, for the most part, show good skills of written communication. | <b>10-12</b> |

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

- Source A gives a mainly positive view of the impact of collectivisation: industrialised farming, the status of women, religion and the family, the development of towns. Source B agrees that there are positives: a doubling of grain output and cultural transformation
- Source B also specifies negatives: peasants being forced into collectives, mismanagement in classifying peasants, peasants being psychologically unprepared for change
- Source A was written by a Left-wing sympathiser, who had returned to Russia in the early period of collectivisation, when the worst aspects may not have been so evident, or the writer did not want to acknowledge problems. Source B, as a Soviet textbook, talks

- up collectivisation as a politically correct move to a socialist economy – although it admits that agriculture remained a weakness in the economy
- some of the assertions may be challenged. Not all farming was mechanised, not all villages disappeared, religion was not eliminated, the output of grain did not double, the degree of social and cultural progress might be queried. The misclassification and lack of peasant enthusiasm is accurate.

- (b) Use **Sources A, B and C** and your own knowledge.

How far, by 1941, had the Soviet economy benefitted from changes in Soviet agricultural policy since 1928? (24 marks)

*Target: AO1(b), AO2(a), AO2(b)*

### Levels Mark Scheme

Nothing written worthy of credit.

**0**

- L1:** Answers may be based on sources or on own knowledge alone, or they may comprise an undeveloped mixture of the two. They may contain some descriptive material which is only loosely linked to the focus of the question or they may address only a part of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers may be based on sources or on own knowledge alone, or they may contain a mixture of the two. They may be almost entirely descriptive with few explicit links to the focus of the question. Alternatively, they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question using evidence from **both** the sources **and** own knowledge. They will provide some assessment backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence from the sources and own knowledge, and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence from the sources and own knowledge, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

### Indicative content

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

- Source A gives few indications of the impact of agricultural policy, probably because the source refers to the early period of collectivisation. Source B does assert successful

transformation despite a criticism of the actual process. Source C refers to various interpretations: one suggesting collectivisation helped industrialisation, one the reverse.

- Soviet agriculture took a long time to recover from collectivisation, and there was famine and disaster. Agriculture remained inefficient and peasants unenthusiastic. On the other hand, the country fed the towns, helping industrialisation to be successful. The State also used grain to pay for imports. Soviet statistics are unreliable, and collectivisation had social and political aspects as well as economic ones, so it is not just about the economic balance sheet.



**Question 2**

- (a) Explain why, at the time of Lenin's death in 1924, there was no obvious successor to lead the USSR. (12 marks)

*Target: AO1(a), AO1(b)*

**Levels Mark Scheme**

Nothing written worthy of credit. **0**

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

- Lenin's testament left no clear direction, and criticised all leading Communists. Nobody else had been prepared for the leadership, there was no election procedure, and there were already rivalries among contenders for power
- Trotsky was one obvious contender, but had personal flaws, no real base and had enemies. Stalin was powerful because of his control of the Party machine, but had been heavily criticised by Lenin and was underestimated by colleagues. Zinoviev, Kamenev and Bukharin also had weaknesses
- uncertainties were compounded by the Communist desire to present a united front and the ban on factions. The Testament was not published.

- (b) 'The weaknesses of the Left Opposition were responsible for Stalin's victory in the Soviet leadership battle by 1929.'  
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

### Levels Mark Scheme

- Nothing written worthy of credit. **0**
- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
- L2:** Answers will show some understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they may contain some explicit comment with relevant but limited support. They will display limited understanding of differing historical interpretations. Answers will be coherent but weakly expressed and/or poorly structured. **7-11**
- L3:** Answers will show a developed understanding of the demands of the question. They will provide some assessment, backed by relevant and appropriately selected evidence, but they will lack depth and/or balance. There will be some understanding of varying historical interpretations. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **12-16**
- L4:** Answers will show explicit understanding of the demands of the question. They will develop a balanced argument backed by a good range of appropriately selected evidence and a good understanding of historical interpretations. Answers will, for the most part, show organisation and good skills of written communication. **17-21**
- L5:** Answers will be well-focused and closely argued. The arguments will be supported by precisely selected evidence leading to a relevant conclusion/judgement, incorporating well-developed understanding of historical interpretations and debate. Answers will, for the most part, be carefully organised and fluently written, using appropriate vocabulary. **22-24**

### Indicative content

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

- The Left was open to charges of inconsistency and opportunism. Trotsky, Zinoviev and Kamenev had personal flaws and lacked strong bases. The latter two had been anti-Trotsky and changed sides. All underestimated Stalin and their policies seemed less attractive
- the Right was used by Stalin to defeat the Left. Bukharin was naïve and outmaneuvered
- Stalin had the skills to outmaneuver both sides, and he had enough qualities not just to rely on the weaknesses and mistakes of others.

A good answer, whilst focusing on the Left's weaknesses, is also likely to address other factors and attempt an overall evaluation.

**Question 3**

- (a) Explain why, in the mid-1920s, Stalin promoted the policy of ‘Socialism in One Country’.  
(12 marks)

*Target: AO1(a), AO1(b)*

**Levels Mark Scheme**

Nothing written worthy of credit.

**0**

- L1:** Answers will contain either some descriptive material which is only loosely linked to the focus of the question or some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. The response will be limited in development and skills of written communication will be weak. **1-2**
- L2:** Answers will demonstrate some knowledge and understanding of the demands of the question. They will **either** be almost entirely descriptive with few explicit links to the question **or** they will provide some explanations backed by evidence that is limited in range and/or depth. Answers will be coherent but weakly expressed and/or poorly structured. **3-6**
- L3:** Answers will demonstrate good understanding of the demands of the question providing relevant explanations backed by appropriately selected information, although this may not be full or comprehensive. Answers will, for the most part, be clearly expressed and show some organisation in the presentation of material. **7-9**
- L4:** Answers will be well-focused, identifying a range of specific explanations, backed by precise evidence and demonstrating good understanding of the connections and links between events/issues. Answers will, for the most part, be well-written and organised. **10-12**

**Indicative content**

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

- Stalin, like all Communists, believed in socialism and industrialisation. Communists were uneasy about the temporary compromise of NEP
- Communists vigorously debated the path to socialism and industrialisation. The debate was mixed up with rivalries and personal ambition. To Stalin and many others the idea of focusing on building socialism first in Russia before reaching outwards seemed sensible in the context prevailing
- Stalin may have been a genuine believer in the policy, but it was also a way of getting at his rival Trotsky and his ‘Permanent Revolution’.

- (b) 'By 1941, Stalinism dominated all aspects of Soviet life.'  
Explain why you agree or disagree with this view. (24 marks)

Target: AO1(a), AO1(b), AO2(b)

### Levels Mark Scheme

Nothing written worthy of credit. 0

- L1:** Answers may **either** contain some descriptive material which is only loosely linked to the focus of the question **or** they may address only a limited part of the period of the question. Alternatively, there may be some explicit comment with little, if any, appropriate support. Answers are likely to be generalised and assertive. There will be little, if any, awareness of differing historical interpretations. The response will be limited in development and skills of written communication will be weak. **1-6**
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### Indicative content

**Note: This content is not prescriptive and candidates are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.**

- Stalinism can mean various things, but usually means an adaption of Marxism-Leninism, involving bureaucratisation, the use of coercion and propaganda, a centralised economy, the one-Party state, a conservative ethos, a personality cult. Some historians debate how extensive Stalin's control actually was
- by 1941 Stalin controlled the Party and the Party controlled the USSR. However, it can be debated how persuasive Stalinism actually was. Did he control every aspect of policies like the Terror? Was the USSR so monolithic? Was everybody cowed into

silence? Did persecution of religion succeed? All these and other issues can be analysed and evaluated.

A good answer is likely to define 'Stalinism' in some way and then explain the effect to which its various characteristics were significant in Soviet life by 1941.