
A-level **HISTORY**

Paper 2N Revolution and Dictatorship: Russia, 1917–1953

Mark scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

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A-level History Paper 2 Specimen Mark Scheme

2N Revolution and Dictatorship: Russia, 1917–1953

Section A

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|----------|----------|--|-------------------|
| 0 | 1 | With reference to these sources and your understanding of the historical context, assess the value of these three sources to an historian studying the Bolshevik Revolution between 1917 and 1921. | [30 marks] |
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Target: AO2

Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within the historical context.

Generic Mark Scheme

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|------------|---|--------------|
| L5: | Shows a very good understanding of all three sources in relation to both content and provenance and combines this with a strong awareness of the historical context to present a balanced argument on their value for the particular purpose given in the question. The answer will convey a substantiated judgement. The response demonstrates a very good understanding of context. | 25-30 |
| L4: | Shows a good understanding of all three sources in relation to both content and provenance and combines this with an awareness of the historical context to provide a balanced argument on their value for the particular purpose given in the question. Judgements may, however, be partial or limited in substantiation. The response demonstrates a good understanding of context. | 19-24 |
| L3: | Shows some understanding of all three sources in relation to both content and provenance together with some awareness of the historical context. There may, however, be some imbalance in the degree of breadth and depth of comment offered on all three sources and the analysis may not be fully convincing. The answer will make some attempt to consider the value of the sources for the particular purpose given in the question. The response demonstrates an understanding of context. | 13-18 |
| L2: | The answer will be partial. It may, for example, provide some comment on the value of the sources for the particular purpose given in the question but only address one or two of the sources, or focus exclusively on content (or provenance), or it may consider all three sources but fail to address the value of the sources for the particular purpose given in the question. The response demonstrates some understanding of context. | 7-12 |
| L1: | The answer will offer some comment on the value of at least one source in relation to the purpose given in the question but the response will be limited and may be partially inaccurate. Comments are likely to be unsupported, vague or generalist. The response demonstrates limited understanding of context. | 1-6 |
| | Nothing worthy of credit. | 0 |

Indicative content

Note: This content is not prescriptive and students 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.

Students must deploy knowledge of the historical context to show an understanding of the relationship between the sources and the issues raised in the question, when assessing the significance of provenance, the arguments deployed in the sources and the tone and emphasis of the sources. Descriptive answers which fail to do this should be awarded no more than Level 2 at best. Answers should address both the value and the limitations of the sources for the particular question and purpose given.

In responding to this question, students may choose to respond to each source in turn, or to adopt a more comparative approach. For example, Lenin's claim that 'practically all the workers and a large majority of the peasants are on the side of the Soviet Government' can be questioned by the evident opposition in Sources B and C. Either approach could be equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: In assessing the value of this source, students may refer to the following:

Provenance

- the source is written by Lenin, who as leader of the Bolshevik Revolution, can provide an interesting insight into the Bolsheviks during this period
- the source comes from a Communist newspaper which means it provides a one-sided view.

Content and argument

- the source argues that all workers and most peasants are on the side of the Soviet Government assuring the success of the Socialist Revolution
- the source argues that the Civil War will take some time to win but it will be won despite a period of chaos
- the source argues that it will take time to remove the resistance of the bourgeoisie.

Tone and emphasis

- the tone is one of confidence, assertiveness and authority.

Source B: In assessing the value of this source, students may refer to the following:

Provenance

- this source is written by an outsider, an American journalist, who met a number of key figures in the consolidation of the revolution
- the source provides a contemporary account of the time.

Content and argument

- the source explains how the Bolsheviks had some success in dealing with counter-revolutionaries through the use of the nationwide Cheka, but also hints at the widespread nature of low-level dissent, which could be seen as a failure
- violence that existed was spontaneous and did not represent a reign of terror.

Tone and emphasis

- it is partisan in tone and seeks to highlight the success of the Bolsheviks.

Source C: In assessing the value of this source, students may refer to the following:

Provenance

- this source is an account from a contemporary newspaper representing the views of the Kronstadt rebels
- the Kronstadt mutineers had previously been staunch supporters of the Bolsheviks.

Content and argument

- the source argues that the Communist Party had failed the people leading to hunger and protest
- the source argues that the unrest does not represent counter revolution
- it claims to speak on behalf of all people and stresses the need for common effort to bring change.

Tone and emphasis

- the tone is one of disillusionment, anger, and uses emotive language.

Section B

0	2	How successful was the Communist regime in modernising Russian agriculture in the years 1928 to 1941?	[25 marks]
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Target: 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.

Generic Mark Scheme

L5:	Answers will display a very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.	21-25
L4:	Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.	16-20
L3:	Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.	11-15
L2:	The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist.	6-10
L1:	The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment.	1-5
	Nothing worthy of credit.	0

Indicative content

Note: This content is not prescriptive and students 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.

Successes:

- the NEP was ended and collectivisation introduced from 1928, with collective farms and state farms. The traditional village Mir were replaced by the Kolkhoz (or Sovkhoz) administration. 62% had been collectivised by 1932, 93% by 1937 and all peasants collectivised by 1941
- the grain seized from peasants helped to support the growth in industrialisation and the Five Year Plans, which in turn led to the greater mechanisation of agriculture. Grain seizure doubled between 1928 and 1933
- those who refused to join collective farms, or were viewed to be profiting from their farms were labelled as Kulaks. De-Kulakisation helped removed opposition and speed up collectivisation through land seizures and expulsion
- there was greater use of machinery in the countryside from the mid-1930s. 2500 Machine Tractor Stations supplied machinery from 1928 and 75 000 tractors had been supplied by MTSs to Soviet collective farms by 1932.

Failures:

- there was massive resistance to collectivisation through assassination of officials and sabotage (burning crops, killing livestock) and by the end of 1941 livestock had been reduced by 60% and grain stocks by 40%
- there was a national famine between 1932 and 1933 and starvation persisted in many parts of the Soviet Union throughout the 1930s killing millions (Conquest estimates the figure at 7 million)
- the mass movement of peasants from rural to urban areas before the introduction of internal passports in 1933 deprived the collectives of young able-bodied peasants and this limited the success of the collectives
- the MTS rarely had enough machinery to meet demand and peasants avoided their use, or destroyed the machines as they viewed the stations as instruments of Government interference.

Despite industrial growth after the Second World War, agriculture did not recover as well as industry, it remained relatively backward and the peasantry remained the second class citizens of the USSR.

- 0 3** 'Stalin's victory in the power struggle between 1922 and 1929 was due to the popularity of his policies.'

Assess the validity of this view.

[25 marks]

Target: 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.

Generic Mark Scheme

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| L4: | Answers will display a good understanding of the demands of the question. It will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. | 16-20 |
| L3: | Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. | 11-15 |
| L2: | The answer is descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. | 6-10 |
| L1: | The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. | 1-5 |
| | Nothing worthy of credit. | 0 |

Indicative content

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Popularity of his policies:

- Socialism in One Country put the needs of the USSR first, as well as showing faith in the country and socialism's ability to meet the challenges of economic development and protection. The policy enabled him to defeat Trotsky in 1924
- Stalin's commitment to NEP until 1927 enabled him to defeat the United Opposition of Trotsky, Zinoviev and Kamenev. The policy was a continuation of the work of Lenin and it appeared to be working as the Soviet economy recovered in the mid-1920s. This policy secured the support of the peasantry and much of the party
- Stalin's later abandonment of NEP and adoption of collectivisation and rapid forced industrialisation enabled him to defeat Bukharin. It won him the support of party radicals like Kirov, Kaganovich and Ordzhonikidze, and of the party rank and file who were increasingly disgusted with the 'capitalist' NEP.

Other factors:

- Trotsky's weaknesses and mistakes: Trotsky was feared as an ambitious man with the backing of the Red Army of 5 million. He was an ex-Menshevik, Jewish, intellectual. Zinoviev, Kamenev and Stalin therefore formed the Troika to defeat Trotsky in 1924, which was the first stage in Stalin's victory in the power struggle
- Zinoviev and Kamenev were Jews and 'October Deserters', whilst their attack on Trotsky made them appear indecisive
- a former ally, Bukharin fought in the party; though his strength lay with the peasants and the Trade Unions, his commitment to NEP meant he lacked credibility as a Marxist
- Stalin was the beneficiary of the Lenin Legacy: benefited from Lenin's 1921 Ban on Factionalism; this allowed Stalin to attack the United Opposition and the Right Opposition as acting contrary to the will of Lenin. The Lenin Enrolment, funeral speech and 'Foundations of Leninism' all tied Stalin to Lenin
- Stalin became General Secretary in 1922 which gave him significant influence: linkman between Politburo and government, access to party-files, recorded and conveyed information, most crucially by ensuring Trotsky failed to attend Lenin's funeral, right to appoint, remove and transfer top 5 500 officials in USSR including the regional secretaries meaning Stalin could make sure delegates to the Party Congress backed him.

0 4 'By 1953 the USSR had become a world power.'

Assess the validity of this view.

[25 marks]

Target: 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.

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A world power:

- Stalin was viewed as an outstanding world statesman after victory in the Great Patriotic War, his role in the Potsdam and Yalta Conferences and ensuring the USSR was a founding member of the UN with a position on the then-permanent security council
- the USSR gained the status of a super power, producing their own atomic bomb in 1949 to rival the US and keeping up in the nuclear arms race by having the capability to manufacture hydrogen bombs by 1953
- by 1953 the borders of the USSR extended deep into central and Eastern Europe after the takeover Poland and Hungary in 1947, Romania, Bulgaria and Czechoslovakia in 1948 and East Germany in 1949. This Communist bloc would rival the west in the Cold War
- the eastern satellite states were forced to have pro-Soviet governments, sometimes through the fixing of 'democratic' elections. Once in power, nationalist communist parties were kept loyal to the USSR through regular purges.

Not a world power:

- collectivisation had permanently crippled Soviet agriculture and left the USSR incapable of feeding itself which was made worse by a harvest failure in 1946. The war had destroyed a quarter of the country's resources and although industry recovered, the production of consumer goods and foodstuffs was still lower than it had been in the late 1920s by 1953
- COMECON (the Council for Mutual Economic assistance) was a pale shadow of Western organisations as it lacked the support of Marshall Aid. Economic poverty blighted the Eastern Bloc and the relative prosperity of Western Europe compared to the East continued to embarrass communist authorities
- no matter how powerful he and the Soviet Union became, Stalin never ceased to regard the Soviet Union as vulnerable, as such the international Marxist revolution was abandoned and policy was dedicated to safeguarding national security. This was reinforced by the fact that the USSR had neither the military strength nor economic resources to engage in international proletarian revolution
- control of the Eastern Bloc and relations with other communist nations were not always straightforward; in June 1953 there was an uprising in East Germany and Tito/Yugoslavia refused to follow Stalin (and was consequently thrown out of the Comintern).

