

AS
HISTORY
7041/2N

Revolution and dictatorship: Russia, 1917–1953

Component 2N The Russian Revolution and the Rise of Stalin, 1917–1929

Mark scheme

June 2019

Version: 1.0 Final

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.

Further copies of this mark scheme are available from aqa.org.uk

System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. Always provide a text box comment at the end of each answer.

Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Revolution and dictatorship: Russia, 1917–1953

Component 2N The Russian Revolution and the Rise of Stalin, 1917–1929

Section A

- 01** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why the NEP was introduced in 1921? **[25 marks]**

Target: AO2

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

Generic Mark Scheme

- L5:** Answers will display a very good understanding of the value of the sources in relation to the issue identified in the question. They will evaluate the sources thoroughly in order to provide a well-substantiated conclusion. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will provide a range of relevant well-supported comments on the value of the sources for the issue identified in the question. There will be sufficient comment to provide a supported conclusion but not all comments will be well-substantiated, and judgements will be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will provide some relevant comments on the value of the sources and there will be some explicit reference to the issue identified in the question. Judgements will however, be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will be partial. There may be either some relevant comments on the value of one source in relation to the issue identified in the question or some comment on both, but lacking depth and have little, if any, explicit link to the issue identified in the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will either describe source content or offer stock phrases about the value of the source. There may be some comment on the issue identified in the question but it is likely to be limited, unsubstantiated and unconvincing. The response demonstrates limited understanding of context. **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.

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 address each source in turn or to adopt a more comparative approach in order to arrive at a judgement. Either approach is equally valid and what follows is indicative of the evaluation which may be relevant.

Source A: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- as leader, Lenin is obviously well-placed to explain his own policy turn – but Lenin is a politician; there is likely to be an element of self-justification and an ideological undercurrent
- the speech is given at the time of the launch of the NEP and in an open session of the 10th Party Congress which would be reported in the press; Lenin will therefore say what he wished people to believe at the time
- the tone is negative and peppered with ideological terms; it paints a deliberately bleak picture to justify change.

Content and argument

- Lenin's description of the devastation of the Civil War can be corroborated with reference to the nature of the fighting, the impact of the blockades and the workings of War Communism in both town and countryside (particularly grain-requisitioning)
- reference to the failed harvest of 1920 might be corroborated by an explanation of how the drought/severe winter reduced grain supplies, bringing at least 5 million deaths; significantly, Lenin omits to mention Russia's reliance on US aid
- the failure of War Communism/nationalisation to produce sufficient manufactured goods may be linked to the depopulation of cities as workers sought food in the countryside as well as the disruption to transport/supplies; high inflation also diminished incentive
- Lenin's argument is based on the economic problems caused by the Civil War; this could be challenged with reference to the pre-war problems (still unsolved) and the political problems (mutiny, uprisings, strikes) which forced his hand.

Source B: in assessing the value of this source as an explanation, students may refer to the following:

Provenance and tone

- the account draws on the contemporary rebels' newspaper, reflecting the political pressures Lenin's government was under at the time of the launch of the NEP
- the details were published after the suppression of the rebellion by a sympathetic SR newspaper, seeking to evoke public sympathy and wanting to raise funds to help refugees; it is a clear argument for one-side but not a balanced assessment
- the tone is damning of the Communist government and exaggerated, e.g. references to slavery; there is some attempt to meet the ideological high ground of the government with similar ideologically-inspired statements.

Content and argument

- the 'hopes' of 1917 can be corroborated with reference to Bolshevik ideology and the early decrees permitting some worker control over factories and peasant independence on the land
- the 'slavery' of workers and their strike activity can be explained by the programme of War Communism which saw the dismantling of factory committees, a tightening of controls and the extension of party bureaucracy
- the protests of peasants and their 'spontaneous uprisings' may be corroborated by details of peasant clashes with grain requisition squads and the Tambov revolt
- the rebels' demands centre on the betrayal of socialist ideals; they are not actually seeking an 'NEP', and the source could be challenged for its failure to focus on other reasons for economic failure.

In arriving at a judgement as to which source might be of greater value, students might argue in favour the superior value of Source A, on the grounds that this presents an economic picture that is easily corroborated and provides first-hand evidence from Lenin. Alternatively, they might suggest that Source B is the more valuable because it offers a political argument for change and this may have weighed heavier with Lenin than the economic factors. He himself spoke of the rebellion as the 'flash which lit up reality' and if this was the case, the source explains a lot. Reward any convincing and substantiated argument.

Section B

- 02** 'Bolshevik authority was firmly established in Russia between the October/November revolution and the end of December 1917.'

Explain why you agree or disagree with 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

- L5:** Answers will display a good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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.

Arguments suggesting that Bolshevik authority was firmly established in Russia between the October/November revolution and the end of December 1917, might include:

- the 'walk-out' of moderates at the 2nd All-Russian Congress of Soviets, the day after the revolution, left the Bolsheviks and LW SRs in control; Lenin was able to appoint a Bolshevik Sovnarkom which issued decrees establishing Bolshevik order (some LW SRs joined this in December)
- used threat of armed intervention to get support of banks and civil service; used military to defeat Kerensky's attempt to return to the capital and to impose control in other major cities, e.g. Moscow, Kiev, Smolensk; defeated railway workers' strike by agreeing to inter-party talks
- opposition suppressed by: propaganda campaign against Bolshevik enemies, e.g. burzhui; closure of anti-Bolshevik newspapers; purge of civil service; imprisonment of political party leaders (Dec.); establishment of Cheka (Dec.)
- legislation fulfilled ideological and practical promises to consolidate support, e.g. decrees on peace, land, nationality, workers' factory control, elected people's courts, removal of military ranks, nationalisation of Church land and of Banks.

Arguments challenging the view that Bolshevik authority was firmly established in Russia between the October/November revolution and the end of December 1917, might include:

- by the end of 1917, large swathes of countryside were still beyond Bolshevik control; it took 4 years of Civil War before Bolshevik authority was established everywhere
- the admittance of LW SRs to Sovnarkom in December was a compromise which could undermine Bolshevik authority; elections for a Constituent Assembly had taken place in November – producing a pro-SR vote threatening authority
- in theory, power had been taken in the name of the Soviet and this still had authority over government; some Bolsheviks wanted to continue power-sharing (so Party was divided); Kamenev and Zinoviev resigned temporarily
- military defeats of 1917 left embittered generals and followers ready to form White armies to challenge Bolsheviks; opening of peace negotiations with Germany, November 1917, meant former allies overseas prepared to challenge regime in support of the Whites.

Students are likely to take issue with the word 'firmly' – perhaps linking to what was still to be done, but the main thrust of essays should be on the months October-December and essays should offer a balanced assessment of the success of the Bolshevik consolidation of power in this period.

- 03** 'The main reason why Stalin launched a programme of collectivisation in 1929 was to make Soviet agriculture more efficient.'

Explain why you agree or disagree with 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

- L5:** Answers will display a good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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.

Arguments suggesting that the main reason why Stalin launched a programme of collectivisation in 1929 was to make Soviet agriculture more efficient might include:

- Soviet farming had remained backward in the hands of small-scale producers; lack of grain had led to rationing in cities; given the dominance of agriculture, improving its efficiency was essential to boost the economy
- collectivisation would permit economies of scale and increase production through the creation of a more disciplined workforce
- collectivisation would allow for more efficient production; machine tractor stations could increase access to agricultural machinery; new farming techniques/ideas could be spread and their implementation monitored, e.g. use of metal ploughs and fertilisers
- grain collection would become easier with fewer farms to collect from as well as more certainty over collections, since collectives would be given quotas to fulfil.

Arguments challenging the view that the main reason why Stalin launched a programme of collectivisation in 1929 was to make Soviet agriculture more efficient might include:

- the programme was launched for ideological reasons – fulfilling Lenin's early attempts at co-operative farming; intended to curb capitalism in the countryside and destroy the kulaks as a class; (scapegoats for the former inadequacies of Soviet farming); kulak persecution served as a rallying force
- the programme was intended to control and transform a backward peasantry, spreading socialist values and extending political education; peasantry could be treated as a proletariat, earning wages
- collectivisation was intended to serve industry by producing surpluses which could be exported to raise money for industry; fewer peasants would be needed on the land so move to industrial cities encouraged
- the programme was launched by Stalin to destroy his political rivals – Bukharin, Tomsy and Rykov who favoured NEP; a policy of collectivisation enabled Stalin to break away from his RW allies and establish his own dominance.

It is unlikely that students will argue that the only reason for Stalin's actions was a concern for efficiency, but they may agree that it was the 'main' reason, given the poor state of Soviet agriculture and the country's dependency on it, when he came to power. However, they may choose to argue in favour of an alternative reason or reasons, particularly the ideological ones. As always, reward any well-substantiated answer which attempts to differentiate between factors and provides a supported judgement.