

**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 2022

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 Examiner.

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](http://aqa.org.uk)

#### **Copyright information**

AQA retains the copyright on all its publications. However, registered schools/colleges for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to schools/colleges to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Copyright © 2022 AQA and its licensors. All rights reserved.

## 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, ie 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.

**Section A**

- 0 1** With reference to these sources and your understanding of the historical context, which of these two sources is more valuable in explaining why a policy of rapid collectivisation was adopted in 1929?

**[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 having 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

- the source gives the opinion of a Marxist scholar who works for a government agency and writes for Comintern (set up 1919 to promote world Communism); this provides evidence of 'official thinking' and provides reasoning which the government want Communists everywhere to be aware of and accept
- the date, shortly before large-scale collectivisation began and before Stalin's 'launch' speech in Source B, shows that a justification for collectivisation had already been formulated in September 1929; couched in ideological terms, this ignored economic issues and the political gains to be made from rapid collectivisation
- the tone is authoritative – based on Marxist class-theory and full of the sort of 'socialist' language and argument with which the journal's readers would be familiar.

### Content and argument

- the article provides an ideological explanation for the decision to collectivise; it will destroy greedy kulaks and save the poorer and middle peasants from exploitation; this suggests the decision was taken to forward the classless society
- it is suggested that collectivisation will also enable industry and agriculture to work harmoniously together – meaning that the peasants will supply food for the workers while they supply the machinery for the farms; it was a basic tenet of Soviet socialism that the peasants should be treated as workers and the economy directed for the benefit of all
- collectivisation is alleged to have the power to transform the peasant masses and develop their class consciousness; this again represents the Soviet ideal of members of the proletariat working harmoniously together with shared interests and commitment to the Socialist ideal.

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

**Provenance and tone**

- this speech provides an explanation for collectivisation from Stalin himself – the person responsible for this policy; given his known deviousness, his words must, however, be read critically
- having won a majority following in the Party by 1929, Stalin was in a position to launch his initiative in the countryside; however, he still needed to persuade others as he still had to be certain of finally defeating the Bukharinists – and he knew the speech would be published and widely discussed
- the tone is forceful, dogmatic but clear; it unequivocally states the facts as Stalin sees them and leaves no room for doubt.

**Content and argument**

- the source suggests that the reason for rapid collectivisation is purely economic – because peasant agriculture was unreliable and too small-scale for progress; this had always been the case, was perpetuated under the NEP and had become an issue during the grain procurement crisis of 1927/28
- Stalin argues that agriculture is not keeping pace with industrial transformation – which is centralised and large-scale; the first five-year plan had been launched in 1928, with impressive results and the expanding industrial workforce certainly needed more guaranteed and expanded food supplies
- Stalin suggests that the large-scale farming required by the industrialisation drive would only come through collectivisation; this would permit the use of machinery and scientific methods, producing growth and a more reliable output; industrial improvements had made the prospect of tractor stations possible; an emphasis on scientific training meant there were experts to advise on techniques; collectivisation fitted the ordered and scientific economy Stalin wanted to create to strengthen USSR.

In arriving at a judgement as to which source might be of greater value, students will need to balance the different slants of these two sources. The first provides an ideological explanation, the second an economic one. Although both give good reasons for the policy of rapid collectivisation, a thoughtful answer might suggest that Stalin's economic explanation (Source B) might simply be a way of winning support for the ideological change which his own Party had already put forward in the Communist International (Source A). Alternatively, students may argue that Source B offers the more immediate and practical reason for collectivisation and may suggest that Stalin was always willing to cast ideology aside in pursuit of other goals, particularly economic transformation. Reward any convincing comparison that offers a sound and supported judgement.

**Section B**

**0 2** 'Bolshevik success in the revolution of October/November 1917 was mostly due to Trotsky.'

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 supporting the view that Bolshevik success in the revolution of October/November 1917 was mostly due to Trotsky might include:**

- Trotsky was chairman of the influential Petrograd Soviet from July; he was respected for his part in the 1905 revolution and while Lenin was in Finland/confined in Petrograd (July-October), he built up Bolshevik support through his skills of oratory; he reacted to Kerensky's blunders and persuaded Lenin to wait for action until October; he took Lenin's side in vote for insurrection (10 October) and thereafter assumed practical leadership of revolution
- Trotsky set up and controlled the Military Revolutionary Committee (formed 16 October); he massed troops at the Smolny Institute and seized arms giving Bolsheviks the strength to act; he amassed popular support, eg sending speakers into factories
- Trotsky was responsible for the tactics and strategy of the take-over; he used Red Guard units to seize key communication posts in Petrograd 24/25 October; took command of operations on 25 October and subsequently organised military units to force through, and mop up resistance to, revolution elsewhere
- Trotsky ensured the success of the revolution in his speech at the All-Russian Congress of Soviets (evening of take-over) ordering opponents into 'the dustbin of history' – which produced the walk-out of all but LW socialists; this gave the Bolsheviks the majority and, thanks to Trotsky, the Congress legitimised the revolution; this all occurred before Lenin arrived.

**Arguments challenging the view that Bolshevik success in the revolution of October/November 1917 was mostly due to Trotsky might include:**

- Lenin was the central directing force and inspiration behind the revolution; he had been responsible for Bolshevik strategy since April, had understood and responded to the mood of the country and had created a mass worker's party; it was Lenin who demanded action and secretly returned to carry a resolution for an armed uprising (10 October) despite the opposition of some of the Central Committee; he immediately assumed command on 26 October, created a government and thus ensured success
- the Provisional Government's weakness was a crucial factor; its failure to reform or end the war and its demoralisation in wake of Kornilov affair had left a power vacuum waiting to be filled; the deteriorating economic situation played into the Bolsheviks' hands; victory was the result of circumstances more than personalities
- Kerensky was also to blame; he showed poor judgement – his involvement with Kornilov, whom he appointed, and loss of credibility after the failed 'coup', his underestimation of Lenin and lack of preparedness, made the take-over easier; he tried to send radical army units out of the capital – giving Trotsky an excuse to create the MRC – and provided Trotsky with a justification for action by trying to close two Bolshevik newspapers; at the crucial juncture he left the capital
- the Revolution was successful because of the popularity of Bolshevik policies, more than the leadership; Trotsky (and then Lenin) led only in Petrograd but the Bolsheviks had majorities in soviets across the country; peace, bread and land were what people wanted; success came because spontaneous revolution was exploited by Bolsheviks.



There are obviously many reasons as to why the Bolsheviks were successful in the October/November 1917 revolution and a good answer will consider a number of these in order to evaluate the part played by Trotsky. If the actual events of 24/25 October (western calendar) are considered, there seems little doubt that Trotsky played the greater part, but if a longer-term perspective is adopted, it is likely that students will accord Lenin or the Provisional Government's weakness more importance. There should, of course, be a reasonable consideration of Trotsky's contribution in a well-balanced answer, with a focus on the ultimate 'Bolshevik success', rather than a recital of the events of 1917.

- 0 3** 'From the revolution of October/November 1917 to March 1921, the workers gained more than any other social group from Bolshevik rule in Russia.'

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 supporting the view that from the revolution of October/November 1917 to March 1921, the workers gained more than any other social group from Bolshevik rule in Russia might include:**

- in the aftermath of revolution, several measures favoured workers: a decree on worker control which gave factory committees of worker's control in workplaces; legislation which provided an eight-hour day, social insurance benefits and workers' control of railways (January 1918); gains were at the expense of middle-class managers and burzhui labelled 'enemies of the people' and discriminated against
- War Communism from February 1918 was designed to ensure workers in towns were fed by the requisition of grain; nationalisation of industry removed worker control but was welcomed by workers who feared factory closures; piecework rates enabled the hard working to thrive; to support workers (and soldiers), peasants suffered
- workers had guaranteed jobs and income and (with army) priority in rations; gained greater self-confidence and, encouraged by media, snubbed former social superiors; of all social groups only the 'working class proletariat' was exalted by Bolshevik state
- classes/titles were abolished and a more egalitarian society established which favoured the workers; looting of property of middle/upper classes was ignored/encouraged; palaces and town houses of former people were forcibly seized and divided up to provide homes for workers; opportunities for advancement in cities far exceeded those elsewhere.

**Arguments challenging the view that from the revolution of October/November 1917 to March 1921, the workers gained more than any other social group from Bolshevik rule in Russia might include:**

- in early months, the peasants (decree on land) gained as much as workers; from February 1918 worker (and peasant) gains were largely reversed by War Communism; workers faced more labour discipline with fines for lateness and absenteeism – 'militarisation of workplace'; they were subject to internal passports and a workbook for rations; unions were used as means of worker control; peasants equally suffered with the coming of grain requisitions and terror in countryside
- rations were never high and fell during the Civil War (at the height of war 75% of income went on food); basic commodities were in short supply and workers had to rely on black market or travel to countryside to barter for food; bread ration cut in severe winter 1920/21; peasants fared better as they could produce their own food, although squeezed hard by government measures
- Civil War brought a fall in wages, shortages of fuel and poor sanitary conditions; workers (and peasants) liable for conscription; Red Terror made quality of living worse; corrupt local Bolshevik officials who could get private supplies and live comfortably gained most in these years
- by April 1921, workers were little better off than before October 1917: the transport system was on the verge of collapse; factories could not get materials so many ceased production; sign of frustration that workers turned to strike activity; support for Mensheviks and SRs grew and some supported Workers' Opposition under Kollontai; peasants also rebelled (eg Tambov uprising); possibly soldiers were slightly better off, although sailors in Kronstadt (in close contact with workers) mounted a rising.

The period between the revolution of October/November 1917 and March 1921 was a very difficult one for the Bolsheviks. They had barely established power when they faced a Civil War during which they had to fight for survival. It is therefore not surprising that the workers, in whose name the revolution was launched, did not achieve the gains they might have expected. Students will need to consider whether they achieved more, less, or roughly the same as other social groups. There should be some assessment, probably comparing the lot of the workers with the peasantry, although better answers are also likely to consider how workers fared compared with the middle and upper classes. Reward well-considered judgements supported by evidence, whatever the argument adopted.