



**General Certificate of Education
January 2013**

AS History 1041

HIS2L

Unit 2L

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

Final

Mark Scheme

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 students' 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 students' 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 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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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 students. 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 students' historical skills in the context of their knowledge and understanding of History.

The levels of response are a graduated recognition of how students have demonstrated their abilities in the Assessment Objectives. Students who predominantly address AO1(a) by writing narrative or description will perform at Level 1 or Level 2 depending on its relevance. Students 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. Students 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 students 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 student 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)**

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 students 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 students' 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*. Students should never be doubly penalised. If a student 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 student 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

January 2013

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

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

Question 1

01 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 Communist Party in the USSR in the years 1924 to 1932. (12 marks)

Target: AO2(a)

Levels Mark Scheme

	Nothing written worthy of credit.	0
L1:	Answers will either briefly paraphrase/describe the content of the two sources or identify simple comparison(s) between the sources. Skills of written communication will be weak.	1-2
L2:	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.	3-6
L3:	Responses will compare the views expressed in the two sources, identifying differences and similarities and using own knowledge to explain and evaluate these. Answers will, for the most part, be clearly expressed.	7-9
L4:	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.	10-12

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 levels scheme.

Students will need to identify differences between the views of the two sources. For example:

- **Source A** refers to a very close link between the Party and the proletariat, whereas **Source B** insists that there is no link between the two – indeed, the masses hate the Party
- **Source A** insists that the Party does not expect total discipline, but **Source B** emphasises that the Party is a dictatorship
- **Source A** talks of the Party achieving success by relying on will, action and solidarity, whereas **Source B** is all about Party unity being achieved only by terror and bribery.

Students will need to apply their own knowledge of context to explain these differences. They might, for example, refer to:

- the orthodox Party view, expressed by Stalin, is that the Party genuinely represents the interests of the working class, and is its genuine vanguard; whereas **Source B** represents the views of dissidents who believed that the Party, certainly by the 1930s, had become a self-serving bureaucracy, certainly not serving the interests of workers
- **Source A** is propagandist, e.g. the claim that there was internal Party unity in 1924, was simply not true – there were already factions, despite the ‘ban’ on factions applied previously in 1921
- **Source A** is written by Stalin, a man who was already very influential in the Party and using it to promote his career, and who sees the strength of the Party as a good thing, whereas **Source B** is by Ryutin, a man who, by 1932, felt that Stalin already had too much power, due mainly to his manipulation of the Party, which had enabled him during the late 1920s to defeat opponents and then implement radical economic policies with which not all Party members were comfortable, at least in their method of implementation.

To address ‘how far’, students should also indicate some similarity between the sources. For example:

- **both sources** clearly recognise that the Party has a very important role in the Soviet regime
- both sources use language implying that the Party uses force or underhand means – **Source A** talks of ‘purging enemies’ (which it sees as a good thing); whilst **Source B** refers to ‘terror’ and ‘bribed’, by implication a bad thing.

In making a judgement about the degree of difference, students may conclude that the difference in the sources can partly be explained by time, since by 1932 the Party was more closely in control of the whole of the USSR than had been the case in 1924, and therefore dissent from the ‘official line’ was already regarded as much more dangerous and unacceptable than in 1924, when it was still possible to debate policy within the Party without fear of retribution. Differences are also evident because Source A is written by the winner in the power struggle, and contains typical official propaganda; whereas Source B is written by someone who, whilst still a prominent functionary at the time of writing (although not for long!) was representative of those who, whilst not opposed to Soviet objectives, were critical of some of the methods used (e.g. forced collectivisation) and were also concerned at the degree to which one man, Stalin, had aggregated power to himself. **NB: Provenance of the sources counts as own knowledge and can be rewarded as such. However, it is not necessary for students to address provenance to gain full marks.**

Question 1**02** Use **Sources A, B and C** and your own knowledge.

How far was Stalin's consolidation of power by 1934 due to his influence within the Communist Party? (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 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 should be able to make a judgement by addressing the focus of the question and offering some balance of other factors or views

Students should use the sources as evidence in their answer.

Relevant material from the sources would include:

- **Source A**, although does not explicitly portray the degree of influence Stalin already had over the Party in 1924, it does suggest the power of the Party, and that Stalin sees himself as very much part of this process of creating unity. He talks of 'our Party' and suggests his approach, representing the middle ground as opposed to the extremes of Left and Right, characterised his reputation in the mid-1920s. However, Stalin's views here correspond explicitly with those of Lenin on 'factionalism' and would have been popular with many hardliners.
- **Source B**, although highly subjective, is clearly suggesting that Stalin has great personal power over the Party, using words like 'bribery' and even 'personal dictatorship', which keeps Stalin and his Party in power by force if necessary, since Stalin and the Party have abandoned the cause of the workers.
- **Source C** gives clear indications of Stalin exercising influence through 'manipulation of the Party machine', and using his skill as an intriguer and political in-fighter, as well as his ability to create alliances, win the affection of the Party rank and file, and outwit other prominent Communists like Bukharin and Trotsky.

From students' own knowledge:

Factors suggesting that Stalin's consolidation of power was due to his influence in the Party might include:

- already in 1924 Stalin virtually controlled the Party organisation through his role as General Secretary
- other rivals for the leadership like Trotsky did not have anything like as strong a power base in the Party as Stalin
- the Party steadily increased its power over the whole country, especially as collectivisation brought the countryside into line, and this strengthened Stalin's own position, given his prominence within the Party.

Factors suggesting that Stalin's consolidation of power was also due to other factors might include:

- regardless of Stalin's strengths in controlling the Party machine, his rivals all showed personal weaknesses and often appeared inconsistent, e.g. changing political alliances
- Stalin's views – especially on 'Socialism in one Country' – appeared more in tune with the popular mood than the policies of his rivals
- Stalin was decisive, manipulative when necessary, took advantage of others' mistakes and was pragmatic, whilst not neglecting ideology, e.g. by cleverly taking over the mantle of Lenin as both ideologist and man of action.

Good answers are likely to conclude that Stalin's role in the Party may well have been the key factor in his rise to, and consolidation of, power by 1934, but his various qualities and the mistakes and weaknesses of his rivals in failing to exploit opportunities, also played a part in the final outcome of the power struggle.

Question 2

- 03** Explain why the Soviet regime decided to promote a policy of rapid industrialisation in 1928. (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 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.

Answers should include a range of reasons as to why rapid industrialisation was begun in 1928.

Students might include some of the following factors:

- it was a popular policy, because it promised that the Soviet people's future in creating socialism lay in their own hands rather than be dependent on world revolution
- industrialisation of some sort was always on the Party's agenda, because it was a necessary stage on the way to creating a socialist, workers' state
- NEP was always intended as a temporary stage, and was increasingly discredited and unpopular in Party circles
- industrialisation was seen as progressive and a means of furthering a new civilisation
- the regime was concerned about its weakness in a hostile world and needed to industrialise to become strong and a 'bastion of socialism.'

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, some Communists were more driven by the ideological imperative of creating a socialist, industrial state, whilst some highlighted pragmatic reasons, that is, the need for the USSR to develop industry in order to show its success and deter enemies – but political, ideological, economic and military reasons were all clearly linked.

Question 2

- 04** 'The Five-Year Plans ensured that, by 1941, the USSR had become a modern industrial state.'

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 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 should be able to make a judgement by balancing evidence which supports the view given against that which does not.

Evidence which agrees with the statement that the USSR had become a modern industrial state by 1941 might include:

- there was a great increase in industrial output by 1941 and improvements in infrastructure such as the railways
- a range of modern structures had been created, such as massive hydro-electric power stations
- the USSR had changed from being dependent on agriculture to being one of the greatest industrial powers in the world
- industrialisation had other spin-offs, e.g. the fact that it also enabled the USSR to become in some respects a stronger, more modern military power.

Evidence which disagrees with the assertion that the USSR had become a modern industrial state might include:

- there were still shortages in some areas, e.g. chemicals, and imbalances in the economy
- there were weaknesses and mistakes in industrial organisation caused by the obsession with targets, quantity over quality; and there was low productivity due to a preponderance of unskilled workers and restrictive practices
- much of the new technology was not that efficient and quickly became obsolescent
- the process of modernisation and industrialisation was disrupted by major events and factors, especially the Great Terror and shortage of specialists.

Good answers are likely to conclude that the Five-Year Plans did result in some significant advances, and the USSR was certainly a very different place in 1941 from 1928, but there were also some significant weaknesses in the Stalinist economic system, which were never resolved.

Question 3

05 Explain why a 'Stalin cult' developed in the USSR in the 1930s. (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 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.

Answers should include a range of reasons as to why a Stalin cult developed in the 1930s.

Students might include some of the following factors:

- Stalin himself, and many other Russians, believed that a strong leader was essential for the USSR
- propaganda had always been a key weapon in the Soviet armoury, and it was natural to surround Stalin himself with much of this propaganda – hence the cult
- although Stalin himself claimed he was not interested in a cult, he did nothing to stop it, probably because it fulfilled certain political objectives, e.g. it helped give him some political 'legitimacy', important because he had never officially been elected 'leader'; and also it was important for him to take up Lenin's mantle
- the cult gave the regime a focus in its attempt to persuade people that there was someone looking after their interests, that someone was offering them protection in an uncertain world; it was something to appeal to youthful idealism, etc.

- it might be argued that the cult was in some ways an attempt to replace old icons such as the church, which the regime was anxious to subvert as a possible alternative source of authority.

To reach higher levels, students will need to show the inter-relationship of the reasons given. For example, they might consider the extent to which the cult was driven by pragmatic political motives, or Stalin's personal character, or ideological motives, or a combination of all of them.

Question 3

- 06** 'The use of propaganda was the main reason for the survival of Stalin's regime in the 1930s.'

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 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 should be able to make a judgement by balancing points which agree with the view that the use of propaganda was the main reason for the regime's survival.

Points which agree might include:

- the Communists had never had a popular mandate for taking power, and therefore they needed to promote their legitimacy by promoting propaganda which emphasised their role as vanguard of the workers and peasants and the sole representative of the interests of these groups
- propaganda was seen as essential to support the claim that the regime was taking the country forward to a workers' utopia and that sacrifices were necessary on the way, in a situation in which life was very hard for many people
- propaganda was necessary to legitimise the role of the Party
- propaganda was an important way of getting through to the masses, through education, the use of mass media like films, the radio and the press, and keeping out alternative views
- propaganda was a useful way of covering up or 'sanitising'/legitimising dreadful events like the suffering of the purges.

Points which disagree that the use of propaganda was the main reason for the survival of the regime might include:

- in a one-party-state with no real freedoms, it is difficult to assess exactly how important the impact of propaganda was – did people believe it, or were they just too afraid to go against the official line; would young people have been idealistic or optimistic in any case, without the propaganda?
- the regime itself clearly felt it could not just rely upon propaganda, since there was also heavy reliance on the use of, or threat of, force, especially in the purges
- it may be that other apparent successes of the regime, e.g. in industrialisation, themselves promoted support for the regime as following necessary and progressive policies.

Good answers may conclude that propaganda clearly was an important part of everyday life and the regime's approach to promoting itself, but it is difficult also to discount other factors such as Terror. It must also be considered that despite all the propaganda and repression, thousands of Soviet citizens continued to complain every day to official channels about aspects of their lives, suggesting that they were not unduly influenced or silenced by propaganda.

Converting marks into UMS marks

Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

UMS conversion calculator: www.aqa.org.uk/umsconversion