



Edexcel History

# History Revision Booklet

## Russia and The Soviet Union 1917-41

### Answers



# RUSSIA & THE SOVIET UNION

## KEY TOPICS 1 & 2

1917

February - 1917 February Revolution

March - France & Britain recognise the Provisional Government

April - Lenin leaves exile to return to Russia

March - Tsar abdicates

June - The June Offensive

July - July Days



July - Kerensky became leader of the Provisional Government

August - Kornilov Revolt

October - October Revolution

October - Bolsheviks seized power



December - Cheka created



1918

January - Constituent Assembly shut down by Lenin

March - Trotsky became Commissar for War

June - War Communism

March - Treaty of Brest-Litovsk



Russian Civil War began

August - Attempted assassination of Lenin by Fanya Kaplan



1919

Kollontai formed Zhenotdel

March - Lenin created Comintern

December - Decree on Illiteracy

July - Tsar Nicholas II & family were assassinated

1921

Civil War ended

Feb - Kronstadt Munity

NEP adopted

1922

December - Lenin organised Russian Empire to USSR

New currency - chervonets

1923

1923 - Scissors Crisis



# RUSSIA & THE SOVIET UNION

## KEY TOPICS 3 & 4



Zinoviev, Kamenev & Trotsky were expelled from the party

1924

January - Lenin Died



1927

1928

1928-32 - First Five Year Plan



1929

Stalin announced dekulakization



1930

1930s - Stalin's Great Retreat

1932

1932-33 - The Great Famine in Ukraine

1933

1933-37 - Second Five Year Plan



December - Murder of Kirov started the Purges

1934

1935

Stakhanovite Movement



1936

1936-1938 - The Great Purge

August - Zinoviev, Kamenev & 14 others accused of murder of Kirov

Soviet Constitution redesigned

1937

May - Armed forces were purged

July - Yezhov passed NKVD Order 00447

1938

1938-41 - Third Five Year Plan

1940

Trotsky assassinated



1941

Nazi Germany Invaded



Peasants made up around 80% of population

Development in industry meant number of town workers increased

Aristocracy made up 1% of population but owned 25% of land

Russia Early 1917

Trade unions were illegal so workers had bad conditions



### Opposition to Tsar:

#### Social Democratic Party

- Split into two in 1903 - Bolsheviks led by **Lenin** and Mensheviks led by **Martov**, followed theories of **Marx**

#### Constitutional Democratic Party (Cadets)

- Led by **Milyukov**, wanted a monarch and elected parliament like UK, represented **middle class**

#### Socialist Revolutionaries

- Led by **Kerensky**, believed in **peasant revolution**, committed terrorist acts

#### Octobrists

- Led by **Guchkov**, set up after Tsar's October Manifesto, supported by **middle class**

### February Revolution 1917

- Petrograd 25th Feb - **200,000** people were on **strike**
- 27th Feb - Tsar ordered army to shoot protesters and **66,000** **soldiers mutinied** and created the Petrograd Soviet
- 28th Feb - Petrograd Soviet stated the army should only obey orders of the soviet
- On 2nd March **Tsar abdicated**



### Tsar Downfall

- Let wife control country who ignored the Duma
- Inflation and prices rising
- Food shortages
- Unemployment high
- Ministers constantly changing

### Provisional Government

- 12 members of the Duma, not elected
- Other members were mix of Octobrists and Cadets
- Faced many problems:
  - Crisis in economy
  - WWI
  - Leadership
  - Dual Power

### Kornilov Revolt

- **Kerensky** became Prime Minister in 1917 and appointed, then sacked **General Kornilov** as commander-in-chief of the army
- Kornilov ordered troops to shut down Petrograd Soviet
- Kerensky asks **Bolsheviks** to defend city and Kornilov is arrested
- Led to support for Bolsheviks, lower discipline in army and **Provisional Government position weakened**

## THE REVOLUTIONS OF 1917

### October Revolution

Red Guards took control of banks, government buildings and railway stations and arrested members of Provisional Government  
Kerensky fled into exile



### July Days

- Petrograd workers marched to Tauride Palace and demanded the Petrograd Soviet take power
- The crowd turned to **Lenin** for leadership but Bolsheviks refrained from staging a revolt
- Uprising was crushed following day, around **700** people were **killed** - mostly Bolshevik sympathisers
- Lenin fled to Finland and was blamed for the uprising



# The Revolutions of 1917

## Quiz Questions



Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!

1. Name the 4 oppositions of the Tsar:

Social Democratic Party, Constitutional Democratic Party (Cadets), Socialist Revolutionaries, Octobrists

2. How many people were killed during the July Days?

Around 700

3. Who was blamed for the uprising during the July Days?

Lenin

4. What was the Bolshevik's motto in the April Thesis?

Peace, bread, land

5. On which date did the Tsar abdicate?

2nd March 1917

6. How many soldiers mutinied during the February Revolution?

66,000

7. What percentage of the population was made up of peasants?

Around 80%

8. Whose theories did the Social Democratic Party follow?

Marx

9. Give one reason for the downfall of the Tsar:

Let wife control country, inflation, food shortages, high unemployment, ministers constantly changing

10. Give one problem the Provisional Government faced:

Crisis in economy, WWI, leadership, dual power

/10

Political opposition parties were banned

All non-Bolshevik newspapers were closed down

Tsar Nicholas II and his family were executed in July 1918

How did Bolsheviks consolidate power?

Social Revolutionaries received most votes in election, but Lenin used Red Guards to close down Constituent Assembly

- The **Decree on Land** abolished private ownership and land was given to peasants
- The **Decree on Peace** called for peace to be negotiated between all countries at war
- The **Decree on Worker's Rights** improved working conditions

### Treaty of Brest-Litovsk

Signed on **3rd March 1918**, ending Russia's involvement in WWI  
 Russia lost Finland, Estonia, Latvia, Georgia, Ukraine and some of Poland & lost 26% of population  
 Russia had to pay **300 million roubles** in reparations  
 It was nulled by the Armistice on 11th November 1918 when Germany surrendered to Allies.



### Why did Civil War break out?

- Treaty of Brest Litovsk
- Economic crisis
- Political opposition to Bolsheviks
- Disintegration of Russian Empire
- Interests of foreign powers

- Trotsky became **Commissar for War** in March 1918
- Established **conscription**, strong discipline and **executed officers** who were found guilty of cowardice or treachery
- He inspired troops at the front lines
- Used **propaganda** which was highly effective

### Alexandra Kollontai

- Convened a '**Soviet women's congress**' in late 1918
- Formed the **Zhenotdel** in 1919, the first government department exclusively concerned with the affairs of women

## THE BOLSHEVIKS IN POWER, 1917-24

### New Economic Policy

- **Private ownership** of business that employed less than 20 people was allowed
- **Free trade** in grain
- Government kept control of large businesses



### War on Illiteracy

1919 - Decree on Illiteracy ordered all Russians aged 8-50 to learn to read & write  
 By 1920s literacy levels were reaching those of West

**Civil War** - Whites were Liberals, former Tsarists, foreign troops, moderate socialists

- Their weaknesses included divided leadership, morale, land policy & corruption

### Kronstadt Mutiny 28th Feb 1921

- Reaction to war communism
- The crew of the Petropavlovsk ship mutinied & demanded equal rations and free trade in grain
- 50,000 troops from Red Army attacked naval base and crushed mutiny by 17th March
- 500 sailors were shot immediately and further 2,000 were executed
- 10,000 Red Army soldiers were killed

### Effects of NEP:

- **Grain production** increased by 50% in 1923
  - In 1922, new currency **chervonets** helped stabilise value of money
- 1923 **Scissors Crisis** - prices of manufactured goods rose and price of food fell

### War Communism

- Nationalised all industries
- Grain taken from peasants
- Bolsheviks took control of banks
- Food rationing
- Private trade was banned

**Cheka** - secret police, during civil war carried out Red Terror where over 100,000 political opponents were executed

1922 - Lenin organised the Russian empire into a united state named **USSR**



# The Bolsheviks in Power, 1917-24

## Quiz Questions

Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!



1. Give one decree that the Bolsheviks introduced:

Decree on Land, Decree on Peace, Decree on Worker's Rights

2. When was the Treaty of Brest-Litovsk signed?

3rd March 1918

3. Who became Commissar for War in March 2018?

Trotsky

4. When was the Kronstadt Mutiny?

28th February 1921

5. How many Red Army soldiers were killed during the Kronstadt Mutiny?

10,000

6. Give one feature of war communism:

All industries nationalised, rationing, private trade banned, Bolsheviks took control of banks, grain taken from peasants

7. What were the secret police called?

Cheka

8. Who formed the Zhenotdel?

Alexandra Kollontai

9. What percentage of population did Russia lose as a result of the Treaty of Brest-Litovsk?

26%

10. In what year was the Decree on Illiteracy ordered?

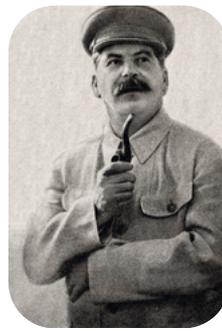
1919

/10

Lenin died in 1924 and there were 5 candidates to take over

In 1922 Lenin wrote a 'Testament' weighing up strengths and weaknesses of the candidates:

- **Stalin** - should be dismissed as did not know how to handle power
- **Kamenev & Zinoviev** - should not be trusted
- **Bukharin** - was a favourite but did not fully understand Marxism
- **Trotsky** - was arrogant but most capable



Stalin organised Lenin's funeral and told Trotsky the wrong date. He also convinced Kamenev and Zinoviev not to release Lenin's Testament. These acts helped Stalin to gain support.

Stalin turned against his opposition and accused Zinoviev, Kamenev and Trotsky of factionalism, and they were expelled from the Party in 1927.



### Show Trials

- **Trial of 17** - 17 party officials accused of plotting to overthrow government, Kirov's murder and disrupting Five Year Plan - 13 executed and 4 sent to gulags
- **Trial of 16** - Zinoviev, Kamenev and 14 others were accused of Kirov's murder and executed
- **Trial of 21** - Bukharin and 20 others were accused of plotting to overthrow government, Kirov's murder and disrupting Five Year Plan and executed



### The Great Purge 1936-1938

- Stalin was paranoid so ordered purges of all people considered a threat to his rule
- For example, it is believed Stalin was responsible for the shooting of Kirov, a popular alternative to Stalin
- 7-8 million were arrested, 2 million dead and in the gulags and 1-1.5 million executed

## STALIN'S RISE TO POWER AND DICTATORSHIP, 1924-41

Stalin's Cult of Personality was achieved through:

- All images of Stalin showed him in a positive way
- Towns and streets were named after him and many statues
- History was re-written to emphasise Stalin's contribution
- Given titles such as 'Brilliant Genius of Humanity'



The **NKVD** (secret police) There were mass arrests, forced confessions and executions. **Order 00447** passed in July 1937 - set quotas for arrests - 1/4 were shot and rest sent to gulags.

Economic expert

Great thinker

Stalin's Cult of Personality

Father-figure

Saviour of USSR

**Gulags** - food was rationed, many died from starvation or dangerous work, terrible living conditions full of disease



**Social Realism**  
Official Communist Party policy from 1930-53  
All art and culture had to follow this artistic style  
Glorified life in Russia and showed it as a utopia



### 1936 Constitution

- Established direct elections to the government
- Granted rights and freedoms such as the right to vote, to housing and to care in old age and illness
- All republics in the empire were renamed as Soviet Socialist Republic



# Stalin's Rise to Power and Dictatorship, 1924-41

## Quiz Questions

Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!



1. In what year did Lenin die?

**1924**

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2. Name the 5 possible candidates to take over Lenin:

**Stalin, Kamenev, Zinoviev, Bukharin & Trotsky**

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3. How many people were arrested in the Great Purge 1936-38?

**7-8 million**

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4. What order passed in July 1917 set quotas for arrests?

**Order 00447**

---

5. Give one aspect of Stalin's Cult of Personality:

**Economic expert, great thinker, father figure, saviour of USSR**

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6. Which artistic style did all art and culture have to follow from 1930-53?

**Social Realism - showed Russia as utopia**

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7. What were the labour camps called that had terrible living conditions?

**Gulags**

---

8. How did Stalin decrease support for Trotsky becoming Lenin's successor?

**Stalin told Trotsky the wrong date for Lenin's funeral**

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9. Which trial involved Zinoviev, Kamenev and others who were accused of Kirov's murder?

**Trial of 16**

---

10. Give one way in which Stalin's Cult of Personality was achieved:

**Towns and streets named after him, history re-written, all images showed Stalin in positive light, given titles**

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**/10**

## Collectivisation

- Forced peasants to **share resources** and **work to government targets**, profits were shared equally among members of collective
- In December 1929, Stalin announced the 'liquidation of the kulaks as a class'
- Any peasant that opposed collectivisation was labelled a kulak and attacked
- **Thousands** were **killed** and up to **10 million** were taken to **labour camps** in Siberia

## Ukraine

- Lots of Ukrainians refused to join collective farms
- In response, the government increase grain quotas and punished peasants who did not meet them
- This caused the **Great Famine** in 1932-33



**Education** - all 15 republics of USSR had to suppress their culture and teach Russian and loyalty to USSR

## Stalin's Great Retreat

- Reverses many of Lenin's progressive reforms:
- **Homosexuality** was made illegal again in 1933
  - **Abortion** was made illegal again in 1936
  - **Financial rewards** were offered to families who had **children**
  - **Contraception** was difficult to obtain
  - **Zhenotdel** closed in 1930

## Towns

- Housing shortage
- Rationing
- Long queues for food & consumer goods
- Dangerous working conditions
- Pressure to meet targets

## Countryside

- Basic housing
- Internal passports
- Received less food than those in cities
- Rationing
- Mechanisation freed some peasants to become industrial workers

**Mechanisation** - the nationwide Machine Tractor System provided machinery to collective farms so ensure compliance to program

**Industrialisation**  
Stalin intended to mechanise farming, modernise the army and catch up with the West so that Russia would be less dependent on foreign imports

**First Five Year Plan 1928-32**



Developed heavy industry & built 1,500 new industrial plants & 100 new towns

**Second Five Year Plan 1933-37**



Heavy industry remained top priority, communications developed, chemicals and metallurgy industries grew

**Third Five Year Plan 1938-41**



Increasing amount of resources switched to armaments as WWII loomed



**Gosplan** - State Committee for Planning - responsible for ensuring 5 Year Plans were met

## ECONOMIC AND SOCIAL CHANGES, 1924-41

### Stakhanovite Movement

- Inspired by Stakhanov who mines **14 x more coal** than his target in 6 hours
- He was used a propaganda to encourage workers to work harder



Russia could fight Nazi Germany in WWII

Russia beat USA in most milestones in Space Race

Low unemployment & women had job opportunities

Impact of 5 Year Plans

Targets were based on quantity so goods were often poor quality

Often shortages of goods such as toiletries

Dangerous working conditions and housing shortages



### Ethnic minorities

- Stalin persecuted ethnic minorities
- WWII saw **mass deportations** of ethnic groups
- For example, there were mass deportations of Lithuanians, Estonians and Latvians.



# Economic and Social Changes, 1924-41

## Quiz Questions

Take 5 minutes to study the Cheat Sheet on this topic, then see how many questions you can get right without looking!



1. What class did Stalin want to destroy?

**Kulaks**

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2. When was the Great Famine in Ukraine?

**1932-1933**

---

3. Which Five Year Plan switched to armaments as WWII loomed?

**Third Five Year Plan (1938-41)**

---

4. What committee were responsible for ensuring the Five Year Plans were met?

**Gosplan**

---

5. What did collectivisation force peasants to do?

**Share resources and work to government targets**

---

6. Give one aspect of living in the countryside in USSR:

**Basic housing, internal passports, rationing, mechanisation**

---

7. What movement was inspired by an individual who mined 14 x more coal than his target in 6 hours?

**Stakhanovite Movement**

---

8. Give one positive impact of the Five Year Plans:

**Low unemployment, beat USA in most milestones in Space Race, could fight Nazi Germany, women had job opportunities**

---

9. Give one negative impact of the Five Year Plans:

**Goods in high quantity but low quality, dangerous working conditions, housing shortage, shortages of toiletries**

---

10. Name one example of Stalin's Great Retreat:

**Homosexuality made illegal, abortion made illegal, contraception difficult to obtain, rewards for those who had children**

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**/10**

## Source A

**From A Precocious Autobiography by Yevgeny Yevtushenko. Yevtushenko was a poet from Siberia who grew up in the 1930s. He recalls his memories of the Terror.**

**Many genuine Bolsheviks who were arrested at that time utterly refused to believe that this had happened with his knowledge, still less on his personal instructions. Did the Russian people understand what was really happening? I think the broad masses did not. They sensed intuitively that something was wrong, but no one wanted to believe what he guessed at in his heart. It would have been too terrible.**



## Paper 3 - Question 1

**4  
Marks**

**1. Give two things you can infer from Source X about...**

- Identify one **valid inference** = 1 Mark
- Give **supporting evidence** for the feature from the source = 1 Mark
- Do this twice for two different inferences
- Keep it brief - don't forget it is only worth 4 marks!

**Use this guide and your own knowledge to answer the question below:**

**1. Study Source A. Give two things you can infer from Source A about the Cult of Stalin (4 marks)**

### Mark Scheme:

One mark for each valid inference

Up to two inferences

Second mark awarded for supporting detail from source

Examples of points may include:

- Many Bolsheviks believed that Stalin was a kind leader (1) Bolsheviks who were arrested 'utterly refused to believe that this had happened with [Stalin's] knowledge' (1)
- The Cult of Stalin was widely believed in. (1) 'Did the Russian people understand what was really happening? I think the broad masses did not' (1)
- People did not want to believe how cruel Stalin actually was (1) 'no one wanted to believe what he guessed in his heart' (1)

Other relevant material should be credited



## Paper 3 - Question 2

12  
Marks

2. Explain why ...

**3 PEEL paragraphs: 1 on first point given, 1 on second point given and 1 on your own idea**

**P - Point**

**E - Evidence**

**E - Explain**

**L - Link**

**Point** - One reason for [wording of question] is ...  
Make sure to do one paragraph for each of the given points, and one paragraph on a point of your own

**Evidence** - Stats, Places, Events, Names, Dates

**Explain** - Show how this evidence links your point to the question

**Link** - Link back to the question

**Does not need a separate introduction and conclusion**



## Exam Question

Use this guide and your own knowledge to answer the question below:

**2. Explain why the position of women changed under Stalin.**

**You may use the following in your answer:**

- **Abolition of the Zhenotdel (1930)**
- **Criminalisation of abortion (1936)**

**You must also use information of your own.**

**(12 marks)**

### Mark Scheme

**6 Marks for AO2 - analysing the second order concept of causation or change**  
**6 Marks for AO1 - own knowledge and understanding of attributes of the period**

Mark	Description
1-3	<ul style="list-style-type: none"><li>• Vague answer, is not developed, general comments</li><li>• Lack of coherent organisation of ideas</li><li>• Knowledge is limited, little evidence of understanding of the topic</li></ul>
4-6	<ul style="list-style-type: none"><li>• Explanation of change but little analysis, comments are not fully linked to the question, some organisation and development but lacks a clear line of argument</li><li>• Relevant knowledge is applied, demonstrates some understanding of the topic</li></ul> <p>No more than 5 marks can be awarded for answers that fit in this band but do not extend beyond the suggested points</p>
7-9	<ul style="list-style-type: none"><li>• Explanation of change shows some analysis which is mostly relevant to the question; line of argument is usually clear; organisation and coherence may not be upheld throughout</li><li>• Relevant knowledge is applied, demonstrates good understanding of the topic</li></ul> <p>No more than 8 marks can be awarded for answers that fit in this band but do not extend the suggested points</p>
10-12	<ul style="list-style-type: none"><li>• Explanation is analytical and consistently directed at the question; line of argument is coherent, sustained and structured logically</li><li>• Relevant knowledge is judiciously applied to develop the argument, demonstrates a broad understanding of the topic</li></ul> <p>Answers cannot score in this band if they do not extend beyond the suggested points</p>



# Mark Scheme

## Indicative Content

- **Zhenotdel had been formed in 1919 by Alexandra Kollontai to disseminate propaganda to women and encourage them to support the Bolsheviks; Stalin closed it in 1930, arguing that gender equality had been achieved so this council was no longer necessary**
- **Stalin believed traditional families would provide stability, making society stronger and more productive; he made divorces more difficult to obtain and criminalised abortion (1936)**
- **The state paid families large sums for child maintenance, which many could not afford to surrender by divorce; encouraged traditional family model**
- **Women with several children were paid grants by the state; encouraging motherhood**
- **It became increasingly difficult for women to work in high ranks within the Party; theoretically they were allowed to, but as they were expected to be full-time mothers and undertake all domestic duties, Stalin made it highly unusual for women to progress in politics**

**Other relevant material should be credited**



## Paper 3 - Question 3a

8  
Marks

**3a. How useful are Sources X and Y  
for an enquiry into...**

### Answer Structure:

**2 x CONC paragraphs: 1 on first source and 1 on  
second source**

**C - Content**

**O - Own Knowledge**

**N - Nature, Origin & Purpose (NOP)**

**C - Conclusion**

**Content** - What can you learn/infer from the source -  
describe key points of source and what they tell us

**Own Knowledge** - Is the content of the source accurate?  
I know this to be accurate/inaccurate because...

**NOP** - How does the nature, origin and purpose of the  
source effect the usefulness.

**Be specific! Think about who wrote the source, what  
their intentions were, what form the source is and what  
date it was published**

**Conclusion** - Final sentence of paragraph to make a  
judgement on the usefulness of the source for the  
enquiry - Therefore, this source is  
extremely/somewhat/fairly useful because...

**Does not need a separate introduction and conclusion,  
and you do not need to compare the sources**



## Exam Question

Write out your answer using your plan

**3a. How useful are Sources B and C for an enquiry into the way in which the Bolsheviks seized power?**

**Explain your answer, using Sources B and C and your knowledge of the historical context.**

**(8 marks)**

### Mark Scheme:

Mark	Descriptor
1-2	<ul style="list-style-type: none"><li>• Simple, straightforward judgement</li><li>• Undeveloped discussion on content or provenance</li><li>• Little comprehension of source</li><li>• Little contextual knowledge applied</li></ul>
3-5	<ul style="list-style-type: none"><li>• Judgements on source utility supported by comments on its content and/or provenance</li><li>• Comprehension supports evaluation of utility</li><li>• Contextual knowledge supports judgements</li></ul>
6-8	<ul style="list-style-type: none"><li>• Developed reasoning behind judgements of source utility</li><li>• Impact of provenance on source utility acknowledged</li><li>• Contextual knowledge used to interpret source and form judgement</li></ul>

### Indicative Content

**Source B:**

**The utility of the content of the source:**

- Demonstrates the importance of Red Guards in seizing the Winter Palace
- Suggests that the Red Guard was a powerful political force
- Shows how large the force behind the October Revolution was

**The utility of the source's provenance:**

- As a photograph, it is probably an accurate depiction of the event
- As Williams was in favour of the Revolution, the photograph may have been construed to show a more powerful Red Guard than there actually was



# Mark Scheme:

## Indicative Content

**The utility of the source in relation to its historical context:**

- **The Red Guard, along with the Petrograd garrison and Kronstadt mutiny, were very important to the storming of the Winter Palace**
- **Shows Bolshevik strategic prowess in the October Revolution, capturing key sites in order to seize power of Russia**

### Source C:

**The utility of the content of the source:**

- **The Bolshevik forces used violence (or violent threat) to seize the Winter Palace and ultimately seize power**
- **The Provisional Government were taken by surprise when the Red Guard launched their offensive**

**The utility of the source's provenance:**

- **As a member of the Provisional Government, the author might have exaggerated the extent to which they were able to placate the Red Guard and stop the trouble**
- **Could have exaggerated the number of Red Guards and the extent of their violence**

**The utility of the source in relation to its historical context:**

- **The Provisional Government lost its power during these events, and ultimately was forced to concede to the Bolsheviks**
- **Storming the Winter Palace was an important turning point in securing the Revolution's success**

**Other relevant material should be credited**



## Paper 3 - Question 3b

**4  
Marks**

**3b. What is the main difference between the views in Interpretations 1 & 2?**

- **State the main difference between Interpretations 1 and 2**
- **Interpretation 1 shows ...**
- **Whereas, Interpretation 2 shows ...**
- **Re-state what the difference is between them**

**Focus on the content of the Interpretations rather than the NOP**

**3b) Study Interpretations 1 and 2.  
They give different views about the success of the New Economic Policy.  
What is the main difference between these views?  
Explain your answer, using details from both interpretations.  
(4 marks)**

### Mark Scheme

Mark	Description
1-2	<ul style="list-style-type: none"><li>• Insubstantial analysis of interpretations, with some extraction or paraphrase</li><li>• Surface-level differences given, or different without supporting evidence</li></ul>
3-4	<ul style="list-style-type: none"><li>• Interpretations are analysed</li><li>• Key difference is identified and supported</li></ul>

### Indicative Content

- Interpretation 1 suggests that the NEP was immediately successful and embraced by the people, whereas Interpretation 2 suggests that the NEP caused significant political, social, and economic turmoil and uncertainty for the future of Russia; many people within the Bolshevik Party itself resented the NEP

**Other relevant material should be credited**



## Paper 3 - Question 3c

**4  
Marks**

**3c. Suggest one reason why Interpretations 1 and 2 give different views about...**

**You may use Sources X and Y to help explain your answer.**

### 3 possible reasons for differences:

- Because the authors have given **different weight to different sources** e.g. one looks at sources like Source A and other looks at sources like Source B
- Because the authors have placed **different emphasis on different details**
- Because the authors have approached topic from **differing perspectives** e.g. economic v political perspective

**You only need to choose one of these reasons and link to the Interpretations.**

**State why the interpretations are different (one of bullet points above)**

**Explain Interpretation 1 difference e.g.**

**Explain Interpretation 2 difference**

**Re-state why the interpretations are different**

**Does not need a separate introduction and conclusion**



## Exam Question

Use this guide and your own knowledge to answer the question below:

**3c) Suggest one reason why Interpretations 1 and 2 give different views about the success of the NEP.**

**You may use Sources B and C to explain your answer.**

**(4 marks)**

### Mark Scheme

Mark	Description
1-2	<ul style="list-style-type: none"><li>• Limited, correct explanation given but with weak analysis</li><li>• Support for explanation based on undeveloped comment or own knowledge, with implied linkage to explanation</li></ul>
3-4	<ul style="list-style-type: none"><li>• Explanation for difference is given</li><li>• Interpretations are analysed</li><li>• Explanation is well supported</li></ul>

### Indicative Content

- The interpretations might have different views because they relied on different sources; for example, Interpretation 2 may have utilised Source B, which depicted the NEP as unpopular and insecure, whilst Interpretation 1 may have utilised Source C, which depicted the NEP as a prosperous cooperation of agricultural and industrial growth, to the betterment of the ordinary citizen
- The interpretations have different foci; Interpretation 1 focuses on social attitudes to the NEP and its immediate victories, whereas Interpretation 2 focuses on the political and ideological significance of the NEP

**Other relevant material should be credited**



## Paper 3 - Question 3d

3d. How far do you agree with Interpretation X about...

16 Marks  
+4 SPaG

4 PEOL paragraphs: two paragraphs on Interpretation X and two on Interpretation Y relating to the question

x4 {  
Introduction  
P - Point  
E - Evidence  
O - Own Knowledge  
L - Link & Mini Judgement  
Conclusion

**Intro** - One or two sentences - wording of question, give the four points you are going to make and give your judgement

**Point** - Summarise what the Interpretation is trying to say and choose one point from this relating to the question

**Evidence** - A Quote or paraphrase from the Interpretation

**Own Knowledge** - Use your own knowledge to either agree or disagree with the point in Interpretation

**Link** - Show how this links your point to the question, and add a mini judgement e.g. Therefore I agree/disagree with Interpretation X because [Point]

**Conclusion** - Briefly explain whether you agree or disagree with the Interpretation - why this Interpretation was most/least convincing and why other was/not convincing

4 Marks for SPaG - Make sure you read through your answer and check for any spelling or grammatical mistakes!



## Exam Question

Write out your answer using your plan

**3d. How far do you agree with Interpretation 2 about the popularity of the NEP?**

**Explain your answer, using both interpretations and your knowledge of the historical context.**

**(16 marks + 4 marks for SPaG)**

### Mark Scheme

Mark	Description
1-4	<ul style="list-style-type: none"><li>• Vague answer offering simple comment to agree or counter the interpretation</li><li>• Limited analysis of one interpretation with simple paraphrase or quote</li><li>• General contextual knowledge linked to evaluation</li></ul>
5-8	<ul style="list-style-type: none"><li>• Valid evaluative comment agreeing or countering with interpretation</li><li>• Some analysis shown including details from both interpretations to support evaluative comment</li><li>• Some relevant contextual knowledge</li><li>• Overall judgement made but is undeveloped and unsustainable line of reasoning</li></ul>
9-12	<ul style="list-style-type: none"><li>• Explained evaluation agreeing or disagreeing with interpretation</li><li>• Good analysis of interpretations showing difference in views</li><li>• Relevant contextual knowledge used to support evaluation</li><li>• Overall judgement given with some justification and generally sustained line of reasoning</li></ul>
13-16	<ul style="list-style-type: none"><li>• Explained evaluation reviewing views and coming to a sustained judgement</li><li>• Precise analysis of interpretation, indicating how differences of view are conveyed to support evaluation</li><li>• Relevant contextual knowledge precisely selected to support evaluation</li><li>• Overall judgement justified and coherent and logically structured line of reasoning</li></ul>



# Mark Scheme

## Marks for SPaG

Mark	Descriptor
0	<ul style="list-style-type: none"><li>• Nothing is written</li><li>• Answer is not related to the question</li><li>• Extremely poor SPaG and answer is difficult to understand</li></ul>
1	<ul style="list-style-type: none"><li>• SPaG is reasonable and does not greatly affect the understanding of the answer</li><li>• Limited range of specialist terminology used</li></ul>
2-3	<ul style="list-style-type: none"><li>• SPaG is mostly accurate</li><li>• Good range of specialist terminology</li></ul>
4	<ul style="list-style-type: none"><li>• SPaG is accurate and consistent throughout answer</li><li>• Wide range of specialist terminology</li></ul>

## Indicative Content

**The interpretation to be evaluation suggests that the NEP was unpopular because it contradicted Bolshevik ideology**

**Relevant points which support the claim may include:**

- **The NEP reintroduced aspects of capitalism, such as: privately run farms, free market trade, money, etc. There was discontent at moving backwards and going against the ideology of the Revolution**
- **Kronstadt Mutiny (1921) and Tambov Uprising (1920-1) demonstrated poor public opinion of the NEP: they did not believe the Bolsheviks were fulfilling the promises made in the October Revolution, worsening conditions and reverting to capitalism**
- **Emergence of NEP men and inequalities in wealth were largely unpopular**
- **Interpretation 2 suggests that the NEP marked an unclear path to communism, which contradicted Marxist/Bolshevik ideology**

**Other relevant material should be credited**



# Mark Scheme

## Indicative Content

**Relevant points which counter the claim may include:**

- **Interpretation 1 suggests that the NEP was popular from its introduction because it marked a clear step away from war communism, which was widely unpopular due to harsh grain requisitioning and shortages of basic foodstuffs and consumer goods**
- **Interpretation 1 suggests that the reintroduction of aspects of capitalism was welcomed because it provided a much-needed economic boost**
- **Interpretation 1 suggests that there was great public support for the NEP because it marked an improved quality of life for the first time in many years, given the hardships of World War I, the revolutions of 1917, and the Civil War**

**Other relevant material should be credited**

## Source B

**A photograph of Red Guards outside the Winter Palace on 7th November 1917. It was taken by Albert Rhys Williams, an American journalist who reported on and participated in the October Revolution.**



**[Albert Rhys Williams, *Through the Russian Revolution*, New York: Boni and Liveright, 1921]**

## Source C

**Source C: From an account of the night of 7th November by a member of the Provisional Government.**

**On Wednesday morning at half-past eleven I was summoned by telephone to a special meeting of the Provisional Government. It was reported to us that the Bolsheviks had seized the Petrograd news agency, the State Bank, the post and telegraph.**

**Outside the palace, rifles, machine guns, and even cannon were being fired. About two in the morning there was a loud noise at the entrance to the palace. The insurrectionists were trying to break in and thirty of the cadets were trying to hold them back.**

**Members of the Provisional Government took a hand and stopped further trouble. The armed mob of soldiers, sailors, and civilians broke in.**

[Delo Naroda, No. 193, 11 November 1917, pp. 1-2]

## Interpretation 1

From *Memoirs of a Revolutionary* by Victor Serge, published in 1945.

The New Economic Policy was, in the space of a few months, already giving marvellous results. From one week to the next, the famine and the speculation were diminishing perceptibly. Restaurants were opening again and, wonder of wonders, pastries which were actually edible were on sale as a rouble apiece. The public was beginning to recover its breath, and people were apt to talk about the return of capitalism, which was synonymous with prosperity.

## Interpretation 2

From *Russia After Lenin: Politics, Culture, and Society, 1921-29* by Vladimir Brovkin published in 2005,

The terms in which Lenin defined the relationship between the old economic policy (war communism) and the new (NEP) were of offensive and retreat, construction and pause, leaving no room for a positive acceptance of the NEP in Bolshevik minds. NEP was never conceived of as a path to socialism but as a detour, as a temporary obstacle to overcome. The Bolshevik Party desperately needed a role to play; it needed a reaffirmation that it was leading Russia and not simply waiting for the conditions to arise when the socialist offensive could resume.