

AQA GCSE (9–1) History

RUSSIA, 1894–1945

TSARDOM AND COMMUNISM



Matthew Fearn-Davies

My revision planner

Part 1 The end of Tsardom

- 6 1.1 Russia's economy and society
- 8 1.2 Nicholas II's autocracy and the growth of revolutionary opposition
- 10 1.3 Reforms in Russia, 1905–14
- 12 1.4 The impact of the First World War
- 14 1.5 The unpopularity of the Romanovs

Part 2 Lenin's new society

- 16 2.1 The failures of the Provisional Government
- 18 2.2 The growth of Bolshevik organisation and the October/November Revolution
- 20 2.3 Lenin's dictatorship and the end of the First World War
- 22 2.4 The causes and nature of the Civil War
- 24 2.5 The consequences of the Civil War and Bolshevik success
- 26 2.6 War Communism and the Kronstadt Uprising
- 28 2.7 The New Economic Policy (NEP) and the achievements of Lenin and Trotsky

Part 3 Stalin's USSR

- 30 3.1 The power struggle to succeed Lenin
- 32 3.2 Stalin the dictator: Communist control and the Terror
- 34 3.3 Stalin's cult of personality
- 36 3.4 Stalin's modernisation of the USSR: Collectivisation
- 38 3.5 Stalin's modernisation of the USSR: The Five-Year Plans
- 40 3.6 Social and economic consequences of modernisation
- 42 3.7 The impact of the Second World War

44 **Exam focus**

48 **Glossary**

CONTENT TASKS

☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐
☐

World History Period Study

How the Period Study will be examined

Overview of the Period Study – Russia, 1894–1945: Tsardom and communism

Period Studies are about understanding the narrative (story) across a period of important change or developments:

- Each study focuses on one country and its domestic history (rather than the international situation) over a 50-year period.

- Each focuses on two key related developments and the impact these developments had on people.
- You investigate these developments from different perspectives: political, social and cultural, economic, the role of ideas and of key individuals and groups.
- You will also need to understand and evaluate interpretations of the period you have studied.

There are a number of key skills you will need for the Period Study

Comprehending interpretations

– you will need to be able to read an interpretation of this period and pick out features which reveal its viewpoint

Clearly describing – you will need to be able to give a short but detailed description of a key event or development

THE PERIOD STUDY

Evaluating interpretations – you will need to be able to look carefully at the content and provenance of two interpretations and explain why they have different viewpoints. You will also need to compare these to your own knowledge to give a judgement about their accuracy

Explaining – you will need to identify but also explain the impact of a development

Coming to overall judgements and supporting them – you will need to make sophisticated judgements based upon the range of evidence used in your answer. You will need to write these in a clear and persuasive manner

There are four main question types in the British Depth Study exam

This is Section A of Paper 1. It is worth 40 marks in total. You will be asked the following types of question.

1 How do interpretations differ? (4 marks)

You will be given two interpretations and will need to work out what each is arguing. You will then need to consider how similar or different these arguments are. The focus in question 1 is on the content of the interpretations.

2 Why do interpretations differ? (4 marks)

You will have to explain why the interpretations you have looked at are different. This will involve looking at the provenance of the interpretations and then explaining reasons why they might have different views.

3 How convincing are these interpretations? (8 marks)

You will use your own contextual knowledge of the period to evaluate how accurate (convincing) the content of the interpretations is. You will need to support and challenge the claims made in both interpretations.

Questions 1–3 are closely linked. They deal with the same two interpretations.

The rest of the questions test your knowledge and understanding and are not based on the interpretations.

4 Describe ... (4 marks)

You will need to give a brief but precise summary of a key topic, event or development using specific factual knowledge.

5 In what ways ... ? (8 marks)

You will be asked to explain how a key development affected a situation or a group of people. You will need to use specific factual knowledge to show the impacts of this development.

6 Essay question (12 marks)

You will be given two factors, events or individuals and asked to evaluate the extent of their importance or impact, or how extensive the impact of a key development was on them. You will need to structure your answer as an essay, include a range of factual detail and come to a judgement.

How we help you develop your exam skills

■ The revision tasks help you build understanding and skills step by step. For example:

Eliminate irrelevance will help you to focus on the question.

Develop the explanation will help you to make your writing more analytical.

Spot the interpretation will help you to identify arguments in an interpretation.

Support or challenge will help you to write balanced essays.

■ The practice questions give you exam-style questions.

■ Exam focus on pages 44–47 gives you model answers for each question type.

Plus:

There are **annotated model answers** for every practice question online at www.hoddereducation.co.uk/myrevisionnotesdownloads.

Part 3 Stalin's USSR

3.1 The power struggle to succeed Lenin

REVISED

The top communists competed for power after Lenin's death

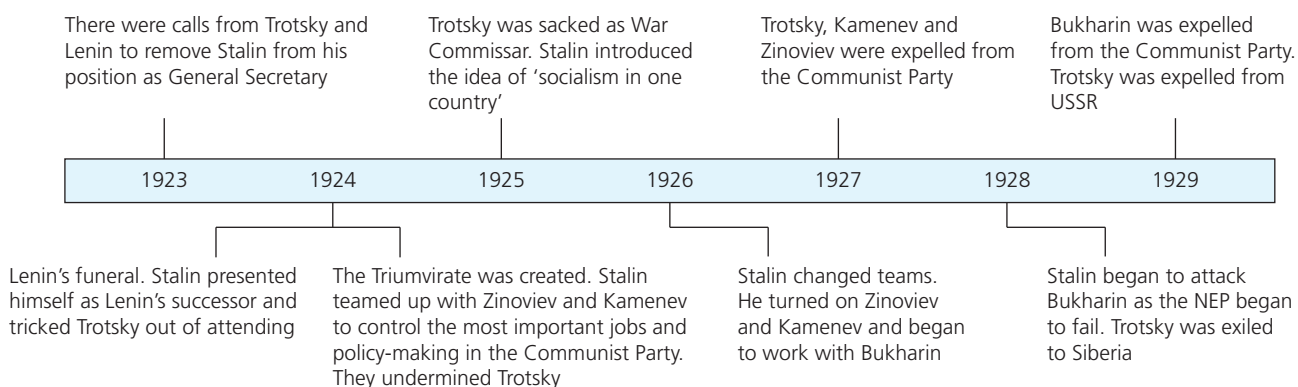
- Stalin: General Secretary. Ruthless political operator.
- Trotsky: Head of the Red Army and Civil War hero. Other Bolsheviks felt threatened by him. Wanted to replace the NEP with rapid industrialisation.
- Zinoviev and Kamenev: Local Party bosses of Leningrad and Moscow so only had local power bases.
- Bukharin: strong supporter of the NEP. Described by Lenin as 'the darling of the Party'. Editor of party newspaper *Pravda*.

Key point

Stalin sided with success which helped him win the power struggle. He worked with Bukharin while the NEP was working which undermined Trotsky. Stalin turned against Bukharin once Trotsky had been defeated and the NEP began to fail.

Stalin's position in the Communist Party helped him win the power struggle

Factor in power struggle	How it helped Stalin
Lenin's 'Last Testament'	This described and often criticised top Bolsheviks. Lenin suggested Stalin was rude and should lose his position as General Secretary. Stalin persuaded his rivals to keep the document secret and protected his position.
Luck	Trotsky became unwell at exactly the time Lenin was dying; he needed to be active in this period. The Head of the Cheka who disliked Stalin died in 1924.
Trotsky's challenge	Stalin tricked Trotsky into missing Lenin's funeral. Trotsky was arrogant and allowed Stalin to present himself as Lenin's closest ally.
Alliances	Stalin timed his alliances perfectly: the triumvirate with Kamenev and Zinoviev to weaken Trotsky; with Bukharin when the NEP was successful; turned on Bukharin when the NEP failed.
Position in the Party	As General Secretary, Stalin controlled Party membership and promotions. He was involved in deciding and implementing Party policy. Stalin's opponents underestimated him calling him the 'grey blur'. Trotsky did not use the Red Army to seize power, but Zinoviev and Kamenev feared he would, so initially worked against Trotsky. Bukharin did not use his position to help him win the power struggle.
Policies	Stalin's 'socialism in one country' was patriotic and popular. Trotsky's 'global revolution' seemed risky and involved sending Russian resources abroad.
Personality	Stalin was from a more ordinary background than his rivals; he seemed to be a man of the people, unlike the intellectual Trotsky.



Timeline of Stalin's rise to power



Develop the explanation

Complete the table to explain why each of these reasons led to Stalin's victory in the power struggle.

Reasons	Explanations
Stalin's position in the Party as General Secretary	Stalin's position allowed him to control the membership of the Party as well as promotions. This meant that when the Party voted on policies and who to support Stalin had an advantage as he had filled the upper levels of the Party with his supporters
Trotsky's performance in the power struggle	
Luck	
Stalin's policy of 'socialism in one country'	



Spot the mistakes

This paragraph attempts to answer the following question:

Describe two problems faced by Stalin during the power struggle.

(4 marks)

However, there are three factual mistakes in the paragraph. Find them and correct them.

One problem faced by Stalin was Lenin's Last Statement. Lenin had criticised Stalin for being too polite and there was a risk that this could damage Stalin's reputation. Lenin had suggested that Stalin be removed from his position in the Party as First Administrator. This was a problem for Stalin as he needed to ensure that lots of people in the Communist Party did not see what Lenin had written.



Test yourself

- 1 List the five main contenders to succeed Lenin as the leader of the Communist Party.
- 2 What was the Triumvirate and how did it help Stalin?



Practice question

Which of the following was the more important reason why Stalin won the power struggle of the 1920s?

- Stalin's position in the Party
- The weaknesses of Stalin's opponents

Explain your answer with reference to both reasons.

(12 marks)

TIP

When you have to remember lots of different factors related to one topic try to come up with a memory aid to help you. For example, you could use the 5Ps to help you remember why Stalin won the power struggle – position in the Party, policies, personality, performance, poor decisions of opponents.

3.2 Stalin the dictator: Communist control and the Terror

REVISED

Key point

There is some debate about why Stalin organised the Terror. Suggestions range from his desire for political power, to paranoia about non-existent threats, to ensuring only loyal citizens remained should there be a war. Whatever the reason, by the end of the 1930s Stalin had created what some historians describe as a **totalitarian system** – a government in which one person is in total control.

The Communist Party had total control of the government and the country

- In 1936 the Stalin Constitution seemed to guarantee human rights and freedoms.
- Stalin actually used the **Politburo** to force his policies upon the country and control the population.
- There was only one legal political party in the country, the Communist Party. There was no alternative choice for the Soviet people in terms of who was running the country.
- The secret police (NKVD) helped Stalin to monitor and control the population, preventing any effective opposition.
- Strong armed forces with the latest equipment helped Stalin to intimidate and control the population.

Stalin organised purges of the Communist Party to prevent any challenges to his authority

- In 1934, Sergei Kirov was murdered. He was the popular leader of the Leningrad Communist Party.
- Stalin claimed Kirov's murder proved the existence of enemies who were trying to damage the USSR. Some historians have suggested Stalin organised Kirov's murder. Regardless, he used the murder as an excuse to 'purge' (remove) people who might challenge him in the Party.
- An estimated 500,000 Communist Party members were arrested and sent to labour camps (**GULAGs**) or executed. They were accused of anti-Soviet activities.
- Stalin even had the most important and loyal Bolsheviks who had been in the Party since before the October Revolution executed. Zinoviev and Kamenev were executed in 1936 and Bukharin in 1938. An NKVD agent went all the way to Mexico to murder Trotsky in 1940.

- Stalin tried to make the process look legal. 'Show trials' were organised in which forced confessions of treachery were given and then reported by the press.
- By 1940 almost every single person who had been involved in the 1917 October Revolution was dead apart from Stalin.

The Great Terror involved members of the army and ordinary Soviet citizens being targeted for punishment

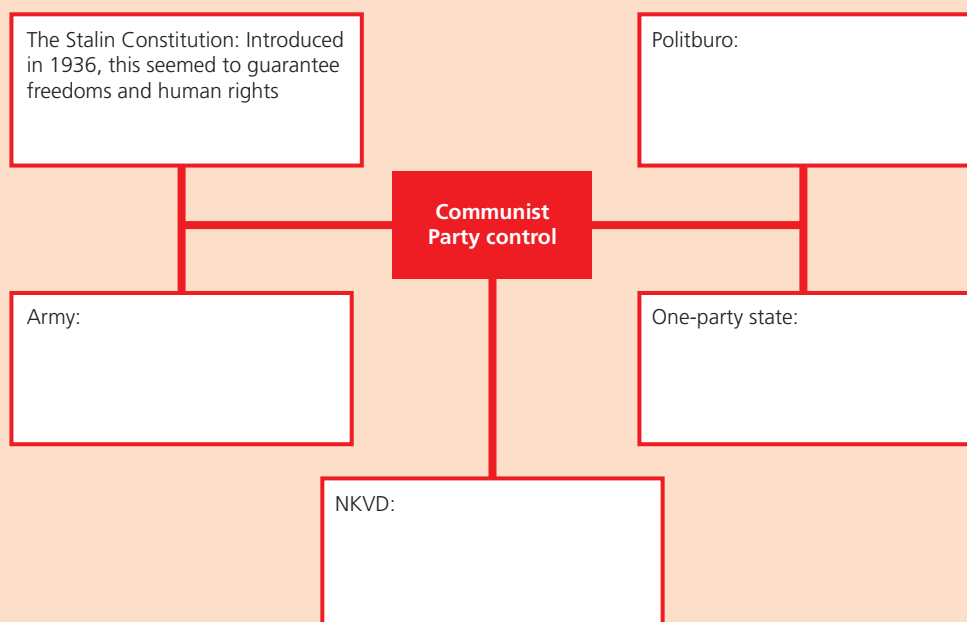
- The NKVD and their new leader, Yezhov, took the lead in organising the Terror. Between 1936 and 1938 the arrests, **exiles** and executions spread to people outside the Communist Party. The worst year was 1937.
- The army was decimated with 25,000 officers removed from their positions. This even extended to the Supreme Commander of the Army, Mikhail Tukhachevsky.
- University lecturers, teachers, miners and engineers, factory managers and workers all disappeared. Everyone lived in fear. No one knew if they might receive the dreaded knock on the door in the middle of the night as this was when arrests took place.
- People were rarely told of the reason for their arrest. The official reasons were often spying for another country or deliberately wrecking the economy. These charges were almost never true but victims would be physically or psychologically tortured until they confessed to whatever they were accused of.
- By 1937 an estimated 18 million people had been transported to labour camps and 10 million had died.
- There remained 3 million people in GULAGs by 1939. Prisoners were forced to complete hard labour. GULAG prisoners helped the economy as they mined gold and built the Belomor Canal as well as roads and railways for no pay.
- Stalin ensured there were no challenges to his power or independent thinking as people were too afraid.
- The army was severely weakened. The lack of experienced and talented army officers threatened the USSR when Germany invaded in 1941.
- The whole country was weakened as so many talented individuals were removed from society.



Topic summary

Complete the following mind map to summarise the features of Communist Party control of the government.

This will make it easier to write analytical answers. Try to be as specific as possible as the mark schemes ask you to use specific, detailed knowledge. The first one has been started for you.



Develop the detail

Each of the statements below is vague and lacks detail. Using the previous page and your own knowledge, on a separate piece of paper, add details to show that you understand the general point made. One example has been done for you.

Generalised statement on the impact of the Terror	With developed detail
The army was weakened	25,000 officers were removed from their positions including the Supreme Commander, Mikhail Tukhachevsky
The country as a whole was weakened	
Stalin had complete control of the country	
The population was afraid	



Test yourself

- 1 What was the name of the head of Stalin's secret police who helped to carry out the Terror?
- 2 Who was Sergei Kirov and what did he have to do with the purges?
- 3 List two official reasons given for arrests during the Terror.



Practice question

In what ways were the lives of Soviet people affected by the Great Terror? (8 marks)

TIP

Think about the role of the Soviet people in carrying out the Terror as well as those who were victims or feared they might be. Some historians have suggested that the scale of the repression ran out of Stalin's control as people denounced one another to protect themselves – or even from a desire to take their manager's job, for example. Some communist officials were overly enthusiastic in finding 'enemies of the people' to impress Stalin.

3.3 Stalin's cult of personality

REVISED

Key point

Stalin used a clever combination of new ideas and tradition as part of Soviet propaganda. Tsars had presented themselves as 'Little Fathers' to the Russian people and Stalin encouraged this idea of himself. Stalin also used the idea that Lenin was never wrong and suggested that he was following Lenin's path to make it harder for communists to challenge him.

A cult of personality was created to ensure Stalin's popularity

- Despite the Terror, Stalin was very popular in the 1930s. Soviet citizens believed that Stalin was a 'dictator of the people'.
- Statues and photographs of Stalin appeared everywhere. Every town had a Stalin square or Stalin avenue. Huge celebrations were organised to celebrate Stalin's birthday.
- When negative things happened Soviet citizens would blame Stalin's advisors and assume that Stalin himself was unaware that things were going badly.
- Propaganda was used very effectively to make Stalin appear as a hero, a father of his people and the true successor to Lenin.
- History was rewritten to exaggerate Stalin's role in the revolution. Photographs were changed to make Stalin appear more important or remove people who had fallen out of favour.
- Schoolchildren were expected to join the Young Pioneers where further indoctrination took place.

Propaganda and censorship covered every aspect of Soviet life

- Only communist-approved newspapers were allowed to publish. The most important were *Pravda* and *Izvestia*.
- Grand propaganda building projects such as the Moscow Metro were designed to show the success of the communist system. 70,000 libraries were built. Many towns gained sports and leisure facilities.

- Public events such as processions through towns praising the achievements of Stalin and the USSR were organised regularly.
- History lessons involved studying great Russian leaders such as Peter the Great. The suggestion was that Russia needed one powerful leader. Textbooks were changed as leaders were removed. Students would even have to tear out pages about Bukharin from books, for example.

Culture was also tightly controlled so only positive messages about Stalin and the Soviet Union were created

- A style of art called **socialist realism** became the only approved form of artistic expression. This gave clear positive messages about Stalin and life in the USSR. Art showed heroic workers, farmers and soldiers such as the painting *Collective Farm Workers Greeting a Tank*.
- The NKVD monitored all music and other arts.
- Poets, writers and playwrights praised Stalin. They could be arrested for being critical.
- An opera by composer Dmitri Shostakovich was criticised by Stalin in 1936. Shostakovich subtitled his next symphony 'A Soviet Artist's Practical Creative Reply to Just Criticism'.
- Most communists were not religious and the Russian Orthodox Church had been an important part of the Tsarist system. Religious services were banned. Monasteries were destroyed and only 1 in 40 churches held regular services. There were only 7 active bishops in the USSR. By 1939 there were only 1,300 mosques left out of the 26,000 in 1917.



Test yourself

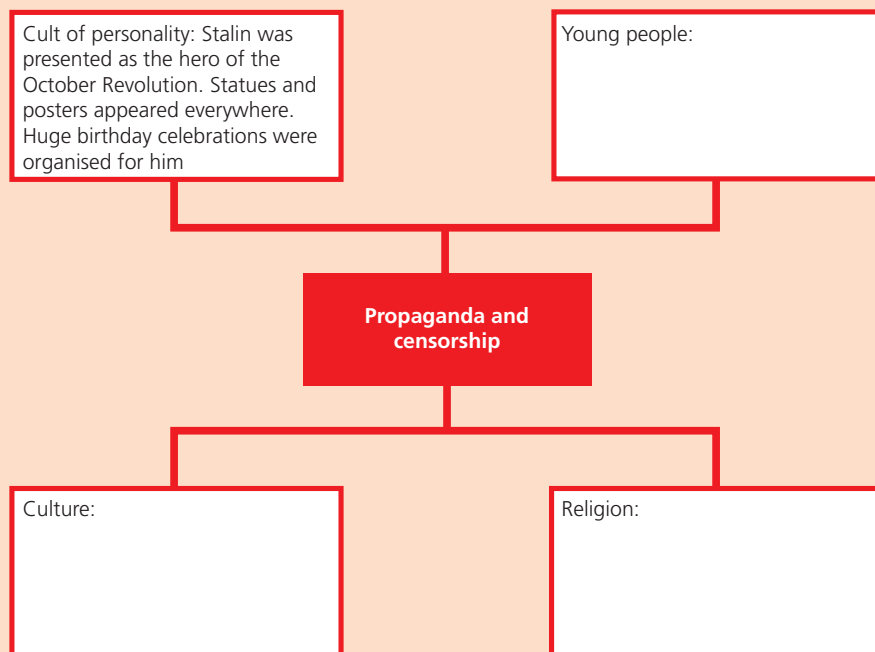
- 1 List two examples of propaganda aimed specifically at young people.
- 2 What was socialist realism?
- 3 List one example of art and one example of music that was produced in the 1930s.



Topic summary

Complete the following mind map to summarise the features of propaganda and censorship in 1930s Soviet Union.

This will make it easier to write analytical answers. Try to be as specific as possible as the mark schemes ask you to use specific, detailed knowledge. The first one has been started for you.



Develop the detail

Each of the statements below is vague and lacks detail. Using the previous page and your own knowledge, on a separate piece of paper, add details to show that you understand the general point made. One example has been done for you.

Generalised statement	With developed detail
Religious groups were persecuted in the Soviet Union	Monasteries were closed down and sometimes the buildings were blown up. The number of mosques decreased to just 1,300 by 1939
A cult of personality was created around Stalin	
Socialist realism was the approved form of culture	
Grand projects were used as part of propaganda	

TIP

Think about who is affected by the different types of propaganda. Everyone would be influenced by some aspects but only certain groups, such as children, would be directly impacted by the history lessons or Young Pioneers.



Practice question

Describe two ways in which propaganda or censorship supported Stalin's popularity. (4 marks)

AQA GCSE (9–1) History

RUSSIA, 1894–1945

TSARDOM AND COMMUNISM

Target success in AQA GCSE (9–1) History with this proven formula for effective, structured revision. Key content coverage is combined with exam preparation tasks and practical tips to create a revision guide that you can rely on to review, strengthen and test your knowledge.

With My Revision Notes you can:

- Plan and manage a successful revision programme using the topic-by-topic planner
- Consolidate subject knowledge by working through clear and focused content coverage
- Improve your exam technique and identify areas for improvement with regular skills-based revision tasks
- Get exam ready with practice questions and tips from expert authors, teachers and examiners
- Check your understanding with extra quick quizzes and answers to all of the tasks available online
- Learn and use key terms for each topic

To view our full range of resources for AQA GCSE History, visit www.hoddereducation.co.uk/History/GCSE/AQA



Boost

This title is also available
as an **eBook** with **learning
support**.

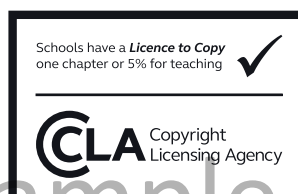
Visit hoddereducation.co.uk/boost
to find out more.

HODDER EDUCATION

t: 01235 827827

e: education@hachette.co.uk

w: hoddereducation.co.uk



ISBN 978-1-398-31018-6



9 781398 310186

