



GCSE MARKING SCHEME

SUMMER 2024

HISTORY

COMPONENT 2: PERIOD STUDY

2C. THE DEVELOPMENT OF THE USSR, 1924–1991

C100U30-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCSE HISTORY – COMPONENT 2: PERIOD STUDY
2C. THE DEVELOPMENT OF THE USSR, 1924–1991
SUMMER 2024 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below.

This section indicates the assessment objective(s) targeted in the question				
<i>Mark allocation:</i>	AO1(a)	AO2	AO3 (a)	AO4
5	5			

Question: e.g. **Describe the main features of the policies of glasnost and perestroika under Gorbachev.** [5]

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	Demonstrates detailed knowledge of the issue set within the appropriate historical context.	4–5
BAND 2	Demonstrates some knowledge of the issue set.	2–3
BAND 1	Demonstrates weak, generalised knowledge of the issue set.	1


Use 0 for incorrect or irrelevant answers.

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below.

- *Gorbachev introduced reforms which aimed to tackle the USSR's political, economic and social problems*
- *his policy of "perestroika" or economic restructuring ended the strict state ownership of industry and encouraged private enterprise*
- *his policy of "glasnost" or openness within and outside the USSR was to be achieved by relaxing control and censorship*
- *moves were made to reduce the power of the KGB and to eventually abolish it*
- *control over the media and the arts was relaxed and dissidents released from prisons and hospitals*
- *the Orthodox Church was allowed to practise*
- *western ideas and influences were allowed to flood into the USSR*
- *the political system was reorganised and free, contested elections were introduced in 1990*
- *workers were allowed more freedom and could set up co-operatives*
- *however, many people hoped that his policies would represent a quick fix and protested at the slow pace of change. Many were uncomfortable with their newfound freedom having been controlled for so long and they had no experience of democracy.*



This section contains indicative content (see below under banded mark schemes Stage 2). It may be that the indicative content will be amended at the examiner's conference after actual scripts have been read. The indicative content is not prescriptive and includes some of the points a candidate might include in their response.

Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content. Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During the examiner training meeting immediately prior to the commencement of marking, detailed advice from the Principal Examiner on the qualities of each mark band will be given along with examples of pre-marked work. When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.

Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, either because it contains nothing of any significance to the mark scheme or no response has been provided, no marks should be awarded.

Question 1

Mark allocation:	AO1 (a)	AO2	AO3	AO4
5	5			

Question: **Describe the main features of the policies of glasnost and perestroika under Gorbachev.** [5]

Band descriptors and mark allocations

	AO1(a) 5 marks	
BAND 3	Demonstrates detailed and accurate knowledge of the issue set within the appropriate historical context.	4–5
BAND 2	Demonstrates some knowledge of the issue set.	2–3
BAND 1	Demonstrates limited knowledge of the issue set.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

- Gorbachev introduced reforms which aimed to tackle the USSR's political, economic and social problems
- his policy of perestroika, or economic restructuring, ended the strict state ownership of industry and encouraged private enterprise
- his policy of glasnost, or openness, within and outside the USSR was to be achieved by relaxing control and censorship
- moves were made to reduce the power of the KGB and to eventually abolish it
- control over the media and the arts was relaxed and dissidents released from prisons and hospitals
- the Orthodox Church was allowed to practise
- western ideas and influences were allowed to flood into the USSR
- the political system was reorganised and free, contested elections were introduced in 1990
- workers were allowed more freedom and could set up co-operatives
- however, many people hoped that his policies would represent a quick fix and protested at the slow pace of change. Many were uncomfortable with their newfound freedom having been controlled for so long and they had no experience of democracy.

Question 2

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
6	2	4		

Question: **How far did relations between the USSR and the US change after the Cuban Missile Crisis?** [6]

Band descriptors and mark allocations

	AO1(a+b) 2 marks		AO2 4 marks		
			BAND 3	Fully analyses the nature and extent of change while arriving at a well-supported judgement on the issue set within the appropriate historical context.	3–4
BAND 2	Demonstrates detailed knowledge and understanding of the key features in the question.	2	BAND 2	Begins to analyse the extent of change while arriving at a partial judgement.	2
BAND 1	Demonstrates some knowledge and understanding of the key features in the question.	1	BAND 1	Provides limited analysis of the extent of change.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the Cuban Missile Crisis of 1962 was significant in a number of ways: it showed Khrushchev's aim to extend Soviet influence in Cuba and the Caribbean and his plan to establish military bases there with intermediate-range missile launch sites which posed a threat to US security*
- *after Kennedy's imposition of a naval blockade around Cuba to prevent Soviet missiles from reaching there; Khrushchev announced that his ships would force their way through the blockade and threatened to deploy nuclear weapons in the event of war*
- *Khrushchev and Kennedy finally reached a deal that the USSR would withdraw the missiles if the US withdrew their missiles from Turkey; the crisis had been averted but both powers had played the dangerous game of brinkmanship and brought the world close to nuclear war*
- *relations between the superpowers improved with the setting up of a hotline telephone link and the signing of the Partial Test Ban Treaty in August 1963.*

Question 3

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
9	3	6		

Question: **The USSR was affected by the Second World War due to different factors such as:**

- preparations for war
- Operation Barbarossa
- Leningrad and Stalingrad.

Arrange the factors in order of their significance in affecting the people of the USSR.

Explain your choices. **[9]**

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 6 marks	
BAND 3	Demonstrates detailed knowledge and understanding of the features mentioned.	3	Fully explains the significance of the factors in the question. There will be a clear, well-supported justification of the relative significance of the factors set within the appropriate historical context.	5–6
BAND 2	Demonstrates some knowledge and understanding of the features mentioned.	2	Begins to explain the significance of the factors. There will be some justification of the relative significance of the factors.	3–4
BAND 1	Demonstrates limited knowledge and understanding of the features mentioned.	1	Limited explanation of the significance of the factors. There will be little attempt to justify the relative significance of the factors.	1–2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Examiners should note that the order of significance suggested by candidates will vary. Marks should be awarded for the quality of justification provided by candidates. Some of the issues to consider are:

- the five-year plans and armaments production; decision to locate the five-year plans west of the Urals was problematic, relocation of whole sectors of industry, and workforce, to the Eastern of the USSR; moves to increase the size of the Red Army through conscription; age of conscription dropped to 18; Women and children filling vacant positions on farms; 1939–40 as a period of transition, new weaponry and tactical ideas, but a lack of effective military commanders, impact of 1930s purges, misguided central control of then military; inefficient decisions, such as the progress made in tank construction, counterbalanced by the absence of an effective radio-communication system; role of Stalin, lack of belief in the possibility of invasion, calls for national unity on 3 July following German troop concentrations in Poland from the 22 June.
- Operation Barbarossa, 21 June 1941; launched by over 3 million German troops and supporting Axis armies; Red Army expected to collapse in the face of the biggest invasion ever: 19 Panzer divisions with 3 350 tanks, 2 500 aircraft, 7 000 field guns invaded along a 2 290km front. In some parts of the line, people welcomed the invaders as liberators due to hatred towards Stalin. Brutal treatment from the Germans galvanised the Russian populace who responded with acts of heroism. By the end of June, German armies had captured Minsk, they captured Kiev on 19 September with huge Soviet losses. Stalin appealed to the Soviet people to defend Mother Russia; adoption of the “Scorched Earth” policy, millions of volunteers, partisan units formed to fight a guerrilla war behind the lines. As the Germans advanced, the Soviets dismantled over 1 300 factories and their machinery and transported them to the Urals in the East by rail, placing them beyond the reach of the Germans, this meant the Soviet Union was able to maintain its levels of wartime production.
- Leningrad and Stalingrad: in 1942 Hitler launched two major offences – one in the north to capture Leningrad and one in the south to capture Stalingrad and then the oilfields of the Caucasus; the people of Leningrad expected a swift German attack and the occupation of the city but a combination of resolve from the inhabitants together with a lack of German manpower meant the German army had to lay siege to Leningrad during the harsh winter of 1941–42. The siege lasted nearly 900 days until January 1944, but the Germans failed to capture the city; Stalin’s appeal for the Soviet people to pull together to defend the city that was the symbol of the October Revolution had an effect. As part of “Operation Iskra” the Red Army launched an attack on German forces in January 1943; the final offensive in January 1944 saw a mass assault by the Red Army supported by the firepower of the Baltic fleet and coastal guns. German defences collapsed and the army was forced to withdraw; in the plan to capture Stalingrad two German armies totalling 300 000 men advanced on the city in September 1942. While a much smaller Soviet force defended the city, massive Soviet reserves assembled outside Stalingrad; Stalingrad became a symbol of resistance with street to street and house to house fighting as Stalin ordered that the city bearing his name should be defended to the death; Hitler, ignoring the advice of his generals, refused to withdraw with severe consequences: 200 000 German troops died; 91 000 were captured and the Sixth Army, the most successful of German forces had been destroyed; Stalingrad was to prove the most important single conflict in the war and, as the first major victory, represented a turning point in the war. It proved that the Wehrmacht was not invincible and marked the beginning of the end of the war.

Question 4

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
8	3	5		

Question: **Explain why the role of women changed under Stalin's rule between 1924 and 1953.** [8]

Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 5 marks	
BAND 3	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Fully explains the issue with clear focus set within the appropriate historical context.	4–5
BAND 2	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2–3
BAND 1	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited explanation of the issue.	1

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *attitudes of communism towards women; increased liberalisation after the revolution and ease of obtaining divorce*
- *the role of women changed in a number of ways:*
- *greater emphasis was placed on the family as a unit in an attempt to stabilise society and the discouragement of divorce and abortion, largely due to skyrocketing rates of both*
- *the progress made in all areas of employment sometimes in male dominated sectors; links to the five-year plan*
- *improved facilities for women workers with the creation of a network of crèches, canteens and laundries*
- *the portrayal of the Soviet woman as worker and mother; difficulties of working full time and still raising a family*
- *role of women during the Second World War, in work and combat, around 1 million women enlisted – about 8% of the total – in various roles. more laws were designed to counteract the high death rates and low birth rates; abortion was outlawed, divorce even more difficult to obtain, and there were rewards for women having children*
- *the reality that, politically, women remained second class citizens with few opportunities; few gained positions of responsibility in government, and less than 20% of the Communist Party were women.*

Question 5

<i>Mark allocation:</i>	<i>AO1 (a+b)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
12	4	8		

Question: **How important was unrest in Eastern Europe to the eventual collapse of Communism and the break-up of the USSR?** [12]

Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
BAND 4	Demonstrates accurate and detailed knowledge and understanding of the key features in the question.	4	Fully analyses and evaluates the importance of the key issue against other factors. There will be a reasoned and well supported judgement set within the appropriate historical context.	7–8
BAND 3	Demonstrates detailed knowledge and understanding of the key features in the question.	3	Analyses and evaluates the key issue against other factors. There will be a clear attempt to arrive at a judgement with support.	5–6
BAND 2	Demonstrates some knowledge and understanding of the key features in the question.	2	Begins to analyse and evaluate the key issue against other factors. An unsupported judgement of the issue is provided.	3–4
BAND 1	Demonstrates limited knowledge and understanding of the key features in the question.	1	Limited attempt to analyse and evaluate the key issue against other factors.	1–2

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive, and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the sudden collapse of the Soviet system, which was unexpected. Struggling economy, bloated military expenditure*
- *unrest in Eastern Europe: the near absence of violence – the “Velvet revolution”*
- *Poland: Solidarity under Lech Walesa, strikes in 1988 demanding the re-legalisation of Solidarity, free parliamentary elections planned for 4 June 1989, leading communists forced out. August 1989 ended one-party rule, Tadeusz Mazowiecki became prime minister a non-communist government*
- *Hungary: 12 January 1989 – “Democracy package” allowing the creation of trade unions, freedom of association and assembly; dismantling border fences, which destabilised communist neighbours; a free election held in 1990 with communist candidates performing badly, Soviet troops withdrawn by June 1990*
- *East Germany: situation forced on Honecker, Germans fleeing to the west through Hungary, border movements, lack of Soviet intervention, Honecker resigned, fall of the Berlin Wall, free elections in the East in 1990, reunification October 1990*
- *Czechoslovakia, Bulgaria, Romania*
- *In order to fully analyse and explain the collapse of communism and the break-up of the USSR, answers should also consider the importance of a range of other factors such as: the policies of Gorbachev, the rise of nationalism in the USSR and the role of Yeltsin.*