

MARK SCHEME

Component 2: PERIOD STUDY 2C. The Development of the USSR, 1924-1991

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

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

Question: e.g. **Describe the status of women during the rule of Stalin.**

[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.

- *the status of women during the rule of Stalin was affected by Stalin's reversal of the changes of the 1920s with a greater emphasis on the family as a unit;*
- *there was some social progress in reducing the divorce rate and restoring the vestiges of marriage;*
- *there were economic benefits as a result of tax exemptions for large families together with other benefits; increased employment opportunities were provided ;*
- *there may be reference to the lack of political progress of women under Stalin's regime.*

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 standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

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, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

MARK SCHEME**Component 2: PERIOD STUDY****2C.The Development of the USSR, 1924-1991****Question 1**

<i>Mark allocation:</i>	<i>AO1 (a)</i>	<i>AO2</i>	<i>AO3</i>	<i>AO4</i>
5	5			

Question: **Describe the status of women during the rule of Stalin.**
[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

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 status of women during the rule of Stalin was affected by Stalin's reversal of the changes of the 1920s with a greater emphasis on the family as a unit;*
- *there was some social progress in reducing the divorce rate and restoring the vestiges of marriage;*
- *there were economic benefits as a result of tax exemptions for large families together with other benefits; increased employment opportunities were provided ;*
- *there may be reference to the lack of political progress of women under Stalin's regime.*

Question 2

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
6	2	4		

Question: **How far did Gorbachev`s policies change the USSR in the 1980s?**

[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 extent to which Gorbachev`s policies changed the USSR; there should be reference to Gorbachev`s primary aim which was to revive the Soviet economy after stagnation under Brezhnev;*
- *there was also the need to balance the budget by cutting defence spending;*
- *another area which saw change was that of perestroika and the need for restructuring;*
- *important changes were also encouraged by glasnost, liberalisation and the restoration of freedoms; major changes were seen by the need to link domestic reform and détente and to closer ties with the west;*
- *the policies led to democratisation and the introduction of free, contested elections for local government;*
- *the evaluation of the extent of change can be balanced by reference to how much of the policy was too little, too late and that attempts to democratise led to demands for self-government and independence in the states and to the ultimate breakup of the Soviet Union.*

Question 3

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
9	3	6		

Question: **Stalin used a number of methods to maintain power in the USSR. The methods of control included:**

- The use of propoganda and censorship
- The creation of the Cult of Stalin
- The use of terror

Arrange the methods of control in order of their significance in Stalin`s maintenance of power in 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 use of propoganda and censorship were significant in maintaining Stalin's power in the USSR for a number of reasons: the power of Social Realism and censorship of the arts; the doctoring of photographs and the creation of new histories; the impression created by parades and shows of strength; the use of both in control of education;*

- *the creation of the Cult of Stalin was significant in maintaining Stalin's power in the USSR for a number of reasons: the glorification of Stalin through paintings and statues and literature; use of suggestive titles such as `Uncle Joe` - the caring, homely man of the people, `Man of Steel` - the champion of industry, `Granite Bolshevik` - to show his toughness; the worship of Stalin at the expense of organised religion;*
- *the use of terror was significant in maintaining Stalin's power in the USSR for a number of reasons: this will include slave labour in the gulags, purges, show trials and murders; increased powers and actions of the NKVD; the Great Terror and the elimination of `Old Bolsheviks`; the increased persecution of religious groups.*

Question 4

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

Question: **Explain why Khrushchev introduced the policy of de-Stalinisation after 1956.** **[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:

- *the policy of de-Stalinisation was introduced by Khrushchev for a number of reasons:*
- *his realisation of the need to distance himself from the Stalinist era;*
- *the need for drastic industrial and agricultural reform for the survival of the Soviet Union;*
- *his denouncing of the tyrannical policies of Stalin;*
- *the ending of forced labour camps and the dismantling of the terror apparatus;*
- *the desire to replace Stalin's personal rule with collective rule;*
- *the move towards modernisation of industry, increased production of consumer goods and the improvement of living standards;*
- *his pursuit of peaceful co-existence in foreign affairs.*

Question 5

Mark allocation:	AO1 (a+b)	AO2	AO3	AO4
12	4	8		

Question: **How important was the Cuban Missile Crisis of 1962 in the relationship between the USSR and the USA between 1945 and 1991?** [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 Cuban Missile Crisis was important in the relationship between the USSR and the USA in a number of ways;*
- *the compromise deal which emerged between Kennedy and Khrushchev paved the way for a period of improved Cold War relations; it highlighted brinkmanship and the realisation that the world had come close to a nuclear war;*
- *the removal of US nuclear missiles from Turkey;*
- *it led to the setting up of a 'hot line' between the White House and the Kremlin;*
- *it also led less directly to the Nuclear Test Ban Treaty, the Non-Proliferation Treaty and later attempts to reduce nuclear weaponry;*
- *in order to fully analyse and explain the importance of the Cuban Missile Crisis there should be an attempt to consider the importance of other factors which featured in the changing relationship between the USSR and the USA; these may include the USSR became determined to match the nuclear capacity of the USA; the conflict over Berlin; the widening of the split between the USSR and China; the Soviet invasion of Afghanistan.*