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# **GCSE MARKING SCHEME**

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**SUMMER 2018**

**HISTORY**

**COMPONENT 2: PERIOD STUDY**

**2C. The Development of the USSR, 1924-1991**

**C100U30-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2018 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## MARK SCHEME SUMMER 2018

### 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:

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

Question: e.g. **Describe Soviet involvement in Berlin between 1948 and 1961. [5]**

#### Band descriptors and mark allocations

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

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 merging of the Allied zones of occupation into one and Stalin's response in blockading all rail, road and canal links between the west and Berlin;*
- *the view of the Western powers that this was an attempt to starve Berlin into surrender and the decision to supply Berlin by air;*
- *the allied use of three air corridors over the Soviet zone to air-lift goods; over 2 million tonnes of supplies over 318 days into the city;*
- *how Stalin could do little as an attack on an allied plane would amount to an act of war and how he was forced to step down and lift the blockade on the 12<sup>th</sup> of May 1949;*
- *how western presence in Berlin was an embarrassment to the USSR ;*
- *resentment in the east over contrasting lifestyles;*
- *the 'brain drain' to the west leading to the building of the Berlin Wall in 1961 to prevent 'spies and dissidents' from entering East Germany.*

## **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 SUMMER 2018**

**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 Soviet involvement in Berlin between 1948 and 1961.** **[5]**

**Band descriptors and mark allocations**

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

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 merging of the Allied zones of occupation into one and Stalin's response in blockading all rail, road and canal links between the west and Berlin;*
- *the view of the Western powers that this was an attempt to starve Berlin into surrender and the decision to supply Berlin by air;*
- *the allied use of three air corridors over the Soviet zone to air-lift goods; over 2 million tonnes of supplies over 318 days into the city;*
- *how Stalin could do little as an attack on an allied plane would amount to an act of war and how he was forced to step down and lift the blockade on the 12<sup>th</sup> of May 1949;*
- *how western presence in Berlin was an embarrassment to the USSR;*
- *resentment in the east over contrasting lifestyles;*
- *the `brain drain` to the west leading to the building of the Berlin Wall in 1961 to prevent `spies and dissidents` from entering East Germany.*

**Question 2**

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

Question: **How far did Khrushchev's reforms change the USSR between 1953 and 1964?** [6]

**Band descriptors and mark allocations**

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

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:

- *Khrushchev's denunciation of Stalin's methods and achievements, the process of de-Stalinisation and the introduction of his 'Reform Commission' to usher in change and humanise society;*
- *his release of political prisoners and dissidents, reduction of the activities of the secret police and the relaxation of censorship;*
- *moves to introduce peaceful coexistence with other countries, free movement of Soviet citizens abroad and increased cultural and sporting links;*
- *the aim to place more emphasis on the production of consumer goods and improve the pay and conditions of workers;*
- *attempts to reform industry and agriculture and the over ambitious 'Virgin Lands Scheme' which largely failed;*
- *moves to raise living standards and build more houses;*
- *the announcement of a sixth Five Year Plan which was replaced by a Seven Year Plan which ran from 1959 to 1965;*
- *the creation of Regional Economic Councils to run affairs at a local level.*

**Question 3**

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

Question: **The lives of the Soviet people between 1924 and 1953 were affected by factors such as:**

- **The Five Year Plans**
- **Collectivisation**
- **Changes in the role of women**

**Arrange the factors in order of their significance in affecting the lives of the Soviet people between 1924 and 1953. Explain your choices.**

**[9]**

**Band descriptors and mark allocations**

	<b>AO1(a+b) 3 marks</b>		<b>AO2 6 marks</b>	
<b>BAND 3</b>	<b>Demonstrates detailed knowledge and understanding of the features mentioned.</b>	<b>3</b>	<b>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.</b>	<b>5-6</b>
<b>BAND 2</b>	<b>Demonstrates some knowledge and understanding of the features mentioned.</b>	<b>2</b>	<b>Begins to explain the significance of the factors in influencing lives. There will be some justification of the relative significance of the factors.</b>	<b>3-4</b>
<b>BAND 1</b>	<b>Demonstrates limited knowledge and understanding of the features mentioned.</b>	<b>1</b>	<b>Limited explanation of the significance of the factors in influencing lives. There will be little attempt to justify the relative significance of the factors.</b>	<b>1-2</b>

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 in industry were significant in affecting the lives of the Soviet people in many ways: Stalin`s belief in state intervention and control of people with the need for workers to make sacrifices; the abandonment of the NEP and the introduction of the Five Year Plans and target setting; the push for workers to increase production; the forced movement of workers into new towns and poor conditions and the human cost; the arrest and treatment of saboteurs and the culture of fear.*
- *the collectivisation of agriculture was significant in affecting the lives of the Soviet people in many ways: the attempt by Stalin to modernise and transform agriculture and the decision to collectivise farms in order to create larger, more sustainable units; the creation of the kolkhoz and sovkhos as a means of controlling the peasants by tying them to the land; the branding of peasants who opposed the policy as kulaks and their deportation to work camps; the process of de-kulakisation and the human cost in terms of famine and deaths.*
- *the role of women changed in a number of ways: greater emphasis was placed on the family as a unit and the discouragement of divorce and abortion; the progress made in all areas of employment sometimes in male dominated sectors; 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; the reality that politically women remained second class citizens with a lack of opportunity.*

**Question 4**

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

Question: **Explain why the Soviet Union collapsed.** **[8]**

**Band descriptors and mark allocations**

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

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 slow down in economic growth, drop in agricultural output, shortage of consumer goods and the knock-on effect on living standards;*
- *the commitment of the USSR in foreign affairs and massive spending to keep pace with the USA during the Cold War coupled with the expense of propping up other communist regimes ;*
- *how many people, particularly the young, were envious of the western lifestyle;*
- *Gorbachev's policies of perestroika and glasnost and moves to improve relations with the West in order to reduce spending on arms;*
- *the relaxation of control and censorship;*
- *the adoption of democratisation and the first free elections in 1990;*
- *demands for self-government from the states making up the Soviet Union and Gorbachev's announcement that the Red Army would no longer prop up communist regimes leading to demonstrations;*
- *Yeltsin's encouragement to the states to break away from the Soviet Union;*
- *pressures to oust Gorbachev, the failure of the attempted coup and the end of the Soviet Union in December 1991.*

### Question 5

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

Question: **How important was the use of terror by Stalin in controlling the lives of the people of the USSR between 1924 and 1953?** [12]

#### Band descriptors and mark allocations

	AO1(a+b) 4 marks		AO2 8 marks	
<b>BAND 4</b>	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
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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 imprisonment and deaths in gulags of millions of Soviet people who dared to criticise Stalin during the purges;*
- *the use of the NKVD to arrest and eliminate potential rivals to Stalin;*
- *the `removal` of army generals during the Great Purge and Great Terror;*
- *the use of `show trials` of `Old Bolsheviks` as part of Stalin`s plan to purge the Communist Party;*
- *Stalin`s enforced policy of `Russification`;*

- *the creation of an atmosphere of fear and suspicion amongst the people and the dread of the `knock on the door` by the NKVD;*
- *in order to fully analyse and explain the importance of the use of terror answers should also consider the importance of a range of other factors;*
- *answers could explain the impact of other factors such as: the use of propaganda, censorship, the centrally enforced Cult of Stalin and his enhanced reputation as patriot and leader during the war.*