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# **GCSE MARKING SCHEME**

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**SUMMER 2019**

**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 2019 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 2019

### 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 use of propaganda by Stalin.** [5]

This is the question and its mark tariff.

##### 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>

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.

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

- Stalin's "cult of personality" was based on the use of propaganda;
- propaganda portrayed Stalin as the natural successor to Lenin and over emphasised his contribution to the October Revolution;
- propaganda permeated every aspect of life: boldly designed wall posters had a powerful visual impact on a largely illiterate population; art projected the vision of an ideal Soviet State; statues and monuments portrayed Stalin as father and leader of the people; music and literature were stifled and had to portray the stature of Stalin; newspapers and the radio proclaimed Stalin's successes;
- propaganda was also aimed children and how Stalin and not their parents would guide and protect them. All aspects of school life celebrated Stalin as hero of the nation;
- the constitution of 1936 proclaimed the Soviet Union to be the most democratic country in the world.

## **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

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

Question: **Describe the use of propaganda by Stalin.** **[5]**

#### Band descriptors and mark allocations

AO1(a) 5 marks		
<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:

- *Stalin`s “cult of personality” was based on the use of propaganda;*
- *propaganda portrayed Stalin as the natural successor to Lenin and over emphasised his contribution to the October Revolution;*
- *propaganda permeated every aspect of life: boldly designed wall posters had a powerful visual impact on a largely illiterate population; art projected the vision of an ideal Soviet State; statues and monuments portrayed Stalin as father and leader of the people; music and literature were stifled and had to portray the stature of Stalin; newspapers and the radio proclaimed Stalin`s successes;*
- *propaganda was also aimed at children and how Stalin and not their parents would guide and protect them. All aspects of school life celebrated Stalin as hero of the nation;*
- *the constitution of 1936 proclaimed the Soviet Union to be the most democratic country in the world.*

**Question 2**

Mark allocation:	A01 (a+b)	A02	A03	A04
6	2	4		

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

**[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:

- *Gorbachev set out 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 would be achieved by relaxing control and censorship and reducing the power of the KGB and its eventual abolition;*
- *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;*
- *many people hoped that his policies would represent a quick fix and protested at the slow pace of change. Many were uncomfortable with their new found freedom having been controlled for so long and they had no experience of democracy;*
- *glasnost and perestroika highlighted major weaknesses of the USSR in terms of its composition of many nationalities which would eventually result in its collapse.*

### Question 3

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

Question: **Relations between the USSR and the USA worsened after 1945 because of events such as:**

- the creation of NATO
- the Berlin Crisis of 1948-1949
- the Cuban Missile Crisis of 1962

**Arrange these in order of their significance in worsening relations between the USSR and the USA.**

**Explain your choices. [9]**

#### Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 6 marks	
<b>BAND 3</b>	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
<b>BAND 2</b>	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
<b>BAND 1</b>	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 creation of NATO was significant in a number of ways: the Berlin Crisis confirmed the commitment of the USA to containing communism in Europe and highlighted the Soviet threat to western Europe leading to the setting up of NATO in April 1949 in an attempt to prevent Soviet expansion; the alliance of the western states meant that any Soviet attack on one of them would constitute an attack on all of them; Stalin viewed NATO as an aggressive alliance and so set up the Warsaw Pact six years later; the Soviet Union now headed an alliance of eight nations; NATO and the Warsaw Pact divided Europe into two hostile blocks and the creation of two powerful military bodies increased tension during the Cold War;*

- *the Berlin Crisis of 1948-49 was significant in a number of ways: it was the first major crisis of the Cold War following the post-war creation of zones of occupation and the announcement by the Allies of plans to create a west German state; it showed Stalin's mistrust and anger towards the western powers and his reaction by cutting off all communication links to Berlin from the western zone; it also showed Truman's resolve to square up to Stalin but sending in troops could have led to war so the Allies airlifted goods into West Berlin; Stalin was powerless as to shoot at the aircraft would have been an act of war forcing his eventual step down; the Berlin Crisis was significant in increasing east-west rivalry and hastened the formation of NATO;*
- *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 USA 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 4

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

Question: **Explain why events at Leningrad and Stalingrad were important in the defeat of Germany in the Second World War.** [8]

#### Band descriptors and mark allocations

	AO1(a+b) 3 marks		AO2 5 marks	
<b>BAND 3</b>	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
<b>BAND 2</b>	Demonstrates some knowledge and understanding of the key features in the question.	2	Partially explains the issue within the appropriate historical context.	2-3
<b>BAND 1</b>	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:

- in 1942 Hitler launched two major offensives – 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 fire-power 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 5

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

Question: **How significant was Stalin's policy of collectivisation in affecting the lives of the Soviet people?** [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:

- *Stalin aimed to transform the economy of the Soviet Union and collectivisation was central to the modernising of industry;*
- *collectivisation would involve the transfer of agriculture from private to state ownership and farms would be formed exclusively of poor and middling peasants and would exclude the kulaks;*
- *anti-kulak squads consisting of local Party members together with the political police (OGPU) seized the property of wealthier peasants who were arrested and deported to less inviting regions of the Soviet Union. Many died en-route or later in makeshift camps where conditions were horrific. Figures suggest that upwards of 10 million suffered as a result of de-kulakisation;*
- *there was much opposition to collectivisation and many farmers destroyed their fields and slaughtered livestock in acts of defiance. Anyone who criticised or opposed the policy could be branded a kulak and an enemy of the state and dealt with accordingly;*
- *"kolkhozniki" were often attacked by non-collective neighbours;*

- *despite the aims of collectivisation peasants were unable to achieve the high production targets and many were singled out for punishment;*
- *starvation pervaded the 1930s which peaked during the famine of 1932-33 where upwards of six million starved forcing millions to move to industrial towns to provide the workforce for Stalin`s industrial programme;*
- *in order to fully analyse and explain the significance of collectivisation in affecting the lives of the Soviet people answers should also consider the importance of other factors such as: the Five Year Plans; the modernisation of industry and the privations of life in industrial towns.*