# GCSE MARKING SCHEME

**AUTUMN 2020**

**HISTORY**
**COMPONENT 2: PERIOD STUDY**
**2C. The Development of the USSR, 1924-1991**
**C100U30-1**

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## INTRODUCTION

This marking scheme was used by WJEC for the 2020 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.

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**MARK SCHEME AUTUMN 2020**

# 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 main features of Khrushchev's policy of de-Stalinisation.** **[5]**

This is the question and its mark tariff.

**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 weak, generalised knowledge of the issue set.** | **1** |

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

- *Khrushchev`s realisation of the need to distance himself from the Stalinist era while absolving himself from the wrongs of the past;*
- *his denouncing of the tyrannical policies of Stalin at the 20th Congress of the Communist Party in February 1956 and the destruction of the cult of Stalin;*
- *his desire to replace Stalin`s personal rule with collective rule;*
- *his push for drastic industrial and agricultural reform for the survival of the Soviet Union;*
- *moves towards modernisation of industry, increased production of consumer goods and the improvement of living standards;*
- *his ending of forced labour camps and the dismantling of the terror apparatus;*
- *how he reduced the powers of the police and relaxed censorship;*
- *his pursuit of peaceful co-existence in foreign affairs while seeking better relations with the west.*

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**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.

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**MARK SCHEME**

## Component 2: PERIOD STUDY

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

**Question 1**

| *Mark allocation:* | *AO1 (a)* | *AO2* | *AO3* | *AO4* |
|---|---|---|---|---|
| **5** | **5** | | | |

Question: **Describe the main features of Khrushchev's policy of de-Stalinisation. [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:

- *Khrushchev`s realisation of the need to distance himself from the Stalinist era while absolving himself from the wrongs of the past;*
- *his denouncing of the tyrannical policies of Stalin at the 20th Congress of the Communist Party in February 1956 and the destruction of the cult of Stalin;*
- *his desire to replace Stalin`s personal rule with collective rule;*
- *his push for drastic industrial and agricultural reform for the survival of the Soviet Union;*
- *moves towards modernisation of industry, increased production of consumer goods and the improvement of living standards;*
- *his ending of forced labour camps and the dismantling of the terror apparatus;*
- *how he reduced the powers of the police and relaxed censorship;*
- *his pursuit of peaceful co-existence in foreign affairs while seeking better relations with the west.*

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## Question 2

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

Question: **How far did Stalin`s policy of collectivisation affect life in the USSR? [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 need for collectivisation in order to increase agricultural production and compete with the economies of Europe and the USA;*
- *the plan to replace old farms with new collective farms;*
- *Stalin`s aim to exterminate the kulaks whose property was confiscated and many were arrested and transported to gulags where, for those who survived the journey, conditions were extremely harsh;*
- *how some poorer peasants were allowed to stay in their own areas but move onto less fertile land where they struggled to survive;*
- *the opposition to collectivisation where farmers destroyed land and livestock in acts of defiance;*
- *acts of violence between collective farmers and non-collective farmers;*
- *how collectivisation led to starvation when millions perished;*
- *the forced movement of 17 million peasants from their communities to work in industrial towns where working and living conditions were difficult with a lack of consumer goods, the reduction of real wages and unrealistic production targets;*
- *there may be some references to positive outcomes in terms of improvements in agricultural machinery and to the building of schools and hospitals in the countryside.*

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## Question 3

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

Question: **Stalin was able to maintain power in the USSR by the use of methods such as:**

- **propaganda**
- **censorship**
- **terror**

**Arrange these methods in order of their importance 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 importance of the factors in the question. There will be a clear, well-supported justification of the relative importance 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 importance of the factors. There will be some justification of the relative importance of the factors.** | **3-4** |
| **BAND 1** | **Demonstrates limited knowledge and understanding of the features mentioned.** | **1** | **Limited explanation of the importance of the factors. There will be little attempt to justify the relative importance 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 propaganda was important in maintaining Stalin's power in the USSR for a number of reasons: the creation of the Cult of Stalin which was based on the use of propaganda glorifying him through paintings, posters, statues and literature; use of titles such as "Uncle Joe" and "Man of Steel"; films commissioned by the government to portray Stalin in a positive light; the impression created by parades and shows of strength; the use of the radio; propaganda centred on children; the worship of Stalin at the expense of organised religion.*

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- *the use of censorship was important in maintaining Stalin's power in the USSR for a number of reasons: the concept of Social Realism and control and censorship of the arts; the doctoring of photographs and the creation of new histories; control of libraries and radio broadcasting; control of newspapers; vetting of art, music, plays and films.*
- *the use of terror was important in maintaining Stalin's power in the USSR for a number of reasons: the elimination of opponents, critics and rivals by purges; the use of "show trials" with arrests and forced confessions; the Great Terror; the activities of the NKVD and the creation of a climate of mistrust and fear; the use of slave labour in the gulags.*

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## Question 4

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

Question: **Explain why relations between the USSR and the USA worsened between 1945 and 1962. [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:

- *despite their ideological differences the USSR and the USA had allied themselves in the Second World War but after the defeat of Germany relations soon began to deteriorate and the superpowers entered a "Cold War";*
- *how the USA became increasingly concerned about the spread of communism in Eastern Europe and the creation of satellite states there;*
- *how cracks began to appear during post-war meetings when the allies discussed the future of Germany;*
- *Stalin`s anger at America`s announcement of the Truman Doctrine as part of the plan to contain communism and, in response to the offer of Marshall Aid to help countries recover from war, Stalin reacted by forming the Cominform and Comecon to facilitate trade amongst the satellite states;*
- *the first flashpoint when Stalin blockaded links between West Berlin and western Germany leading to the Berlin Airlift and Stalin`s eventual stepdown;*
- *Stalin`s reaction to the setting up of NATO with the formation of the Warsaw Pact;*
- *the arms race and the development of nuclear arsenals leading to the theory of MAD;*
- *how Soviet involvement in Cuba led to the Missile Crisis and the square up put the world on the brink of nuclear war.*

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## Question 5

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

Question: **How important were the policies of Gorbachev in bringing change to 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:

- *Gorbachev`s awareness of the economic and social problems of the Soviet system and the need to revive the economy after years of stagnation leading to the need for change;*
- *his introduction of "perestroika" which replaced the old system of centralised government planning with a greater reliance on market forces and allowed for private ownership of businesses and the encouragement of foreign investment;*
- *his policy of "glasnost" and the aim to ease the strict social controls imposed by the government while allowing for more freedom of thought, action and faith;*
- *his introduction of the process of democratisation and moves towards elected forms of government;*
- *moves to release political prisoners and dissidents;*
- *answers should also consider the importance of Gorbachev in bringing change alongside other factors such as: how the USSR was becoming more westernised with the arrival of western styles of music and tastes in fashion; improved relations with the west and better understanding with Reagan (and later Bush Snr., Kohl and Thatcher); unrest and developments in the satellite states resulting in the loosening of Soviet control and the push for free elections and the rise of nationalism within the USSR which would end with its breakup.*



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