GCSE MARKING SCHEME

SUMMER 2022

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 2022 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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GCSE HISTORY – COMPONENT 2: PERIOD STUDY

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

SUMMER 2022 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.

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

Question: e.g.**Describe the collectivisation of agriculture under Stalin.** **[5]**

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.

Indicative content

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

- *collectivisation was part of Stalin`s aim to transform the economy of the Soviet Union;*
- *collectivisation involved 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;*
- *the creation of the kolkhoz and sovkhoz 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;*
- *there was much opposition to collectivisation and many farmers destroyed their fields and slaughtered livestock in acts of defiance;*
- *upwards of 10 million suffered as a result of de-kulakisation and during the famine of 1932-33, six million starved while millions of others were forced to move to industrial towns in search of work.*

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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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Question 1

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

Question: **Describe the collectivisation of agriculture under 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

- *collectivisation was part of Stalin`s aim to transform the economy of the Soviet Union;*
- *collectivisation involved 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;*
- *the creation of the kolkhoz and sovkhoz 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;*
- *there was much opposition to collectivisation and many farmers destroyed their fields and slaughtered livestock in acts of defiance;*
- *upwards of 10 million suffered as a result of de-kulakisation and during the famine of 1932-33, six million starved while millions of others were forced to move to industrial towns in search of work.*

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Question 2

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

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

- *on becoming leader, Khrushchev set about undermining Stalin`s achievements which became part of his policy of de-Stalinisation;*
- *at the Twentieth Congress of the Communist Party of the Soviet Union in February 1956 he attacked Stalin`s cult of personality and the crimes he had perpetrated, including the execution, torture and imprisonment of party members;*
- *the introduction of his "Reform Commission" ushered in change and aimed to humanise society by the ending of forced labour camps and the dismantling of the terror apparatus;*
- *Khrushchev recognised the need for drastic industrial and agricultural reform for the survival of the Soviet Union;*
- *his aim to place more emphasis on the production of consumer goods, improve the pay and conditions of workers and raise living standards;*
- *attempts to reform industry with the announcement of a sixth Five Year Plan which was to be replaced by a Seven Year Plan;*
- *his introduction of the over ambitious `Virgin Lands Scheme` which largely failed;*
- *Soviet citizens were allowed more freedom of movement inside the USSR and abroad and limits on cultural and sporting exchanges were relaxed.*

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Question 3

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

Question: **Stalin was able to maintain control of the USSR because of factors such as:**

- **the creation of the cult of Stalin**
- **the use of censorship**
- **the elimination of rivals**

Arrange the factors in order of their importance in Stalin`s maintenance of control 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 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.

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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 the cult of Stalin was important in maintaining Stalin's control in the USSR for a number of reasons: it portrayed Stalin as the loyal devotee of Lenin and his natural heir and his depiction as "The Great Continuer of Lenin's Ideas"; Stalin was portrayed as a caring family figure with the purpose of bonding him to the people; the use of propaganda glorified him through paintings, posters, statues and literature; the 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; victory in the Second World War which portrayed him as the "Man of Steel" who had saved the nation;*
- *the use of censorship was important in maintaining Stalin's control in the USSR for a number of reasons: Stalin`s personality cult was based on the use of propaganda, control of the media, and the use of censorship to drive out all elements of criticism and opposition; writers, artists, and filmmakers were directed to follow the policy of "Socialist Realism"; all publications of books were scrutinised to ensure that they followed the official communist line; films were commissioned by the government for propaganda purposes; musicians had to renounce western music and jazz was banned; teaching in schools was controlled and textbooks were censored; official Soviet newspapers such as Pravda were sold at a minimum cost and widely circulated, though they offered little in the way of actual news; radio stations were controlled by the government; exhibits for art galleries had to be vetted; organised religion posed a threat to Stalin`s personality cult and churches were closed down;.*
- *the elimination of rivals was important in maintaining Stalin's control in the USSR for a number of reasons: on securing power Stalin set about maintaining control; at first any "suspects" had their Party membership cards confiscated which meant expulsion from the Party with the loss of employment, homes and food rations; Stalin`s main method involved eliminating opponents by the use of purges; they began in 1932, when Ryutin and up to twenty of his associates were arrested, put on trial and expelled from the Party; from 1934 Stalin began the systematic removal of opponents, beginning with Party members and colleagues who he thought posed a threat; Kirov was assassinated and other high profile figures like Kamenev, Zinoviev, Bukharin and Rykov were arrested by the NKVD, put on trial which became known as "show trials" and later shot; Stalin`s paranoia led to his decision to eliminate virtually the entire high command of the military and his purge of the military was a defining moment of the Great Terror.*

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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`s reaction 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;*
- *the blockade and airlift which became a symbol of the Allies' willingness to oppose further Soviet expansion in Europe;*
- *Stalin`s reaction to the setting up of NATO with the formation of the Warsaw Pact and how the two powerful military bodies increased tension during the Cold War;*
- *how the building of the Berlin Wall in 1961 became a physical symbol of the Cold War as Berlin became an island of capitalism within a sea of communism.*
- *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 how 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 events in Stalingrad, 1942-43, in changing the course of the Second World War in 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:

- *in the summer of 1942, Hitler launched Operation Blue in which he planned to secure victory by seizing the Caucasus oilfields, the Volga river and capturing Stalingrad;*
- *Stalin ordered his troops to hold their positions but the Red Army were no match for the advancing Germans, and many troops began retreating prompting him to proclaim "not one step back";*
- *Stalin demanded that Stalingrad, which bore his name should be defended to the death, and the city was to become a symbol of defiance and determination;*

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- *the Germans were met with so much resistance that they were forced onto the defensive and the German Army attempted a two-pronged attack on Stalingrad and, with air superiority the bombing of the city began;*
- *the city was quickly reduced to rubble claiming the lives of 200,000 civilians and on September 13th the 6th army broke into Stalingrad;*
- *the 40,000 soldiers in the city were mostly ill-equipped recruits and appeared no match for the Germans and the situation appeared hopeless;*
- *the task of defending Stalingrad had been given to General Zhukov and General Chuikov, whose attitude was "to defend or die";*
- *the city became gripped by urban warfare as soldiers fought heroically and by the end of October, Soviet troops held just a few pockets of the city, but the Germans were unable to capture it owing to a lack of ammunition and sheer exhaustion;*
- *at the same time, Red Army units launched a major counter-attack and the German army suffered heavy losses from wounds, starvation and frost;*
- *ignoring the orders of Hitler, General Paulus surrendered on January 31st 1943;*
- *Germany and her allies suffered upwards of 850,000 casualties and the Battle of Stalingrad claimed the lives of 2,000,000 soldiers and civilians;*
- *Stalingrad was important as it was the largest defeat in the history of the German Army and was to prove the most important single engagement in the war showing that the German army was not invincible and it gave the Western Allies real promise of the final victory;*
- *in order to fully analyse and explain the importance of events in Stalingrad in the defeat of German forces during the Second World War answers should also consider the importance of other factors such as: the Soviet Union`s preparations for war; poor strategic and logistical planning on the part of Germany; the battles of Moscow, Leningrad and Kursk; the debilitating effect of the weather and terrain on German forces but above all the tenacious resistance of the soldiers and citizens of the Soviet Union.*

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