GCSE MARKING SCHEME

SUMMER 2023

HISTORY
COMPONENT 2: PERIOD STUDY
2C. THE DEVELOPMENT OF THE USSR, 1924–1991
C100U30-1

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This marking scheme was used by WJEC for the 2023 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 2023 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.

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 events in Stalingrad during 1942–1943**. **[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.

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Indicative content

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

- *In the summer of 1942, Hitler launched Operation Blue in which he planned to seize the Caucasus oilfields and capture Stalingrad.*
- *Stalin demanded that Stalingrad, which bore his name should be defended to the death;*
- *The German Army was met with resistance and attempted a two-pronged attack on Stalingrad and began bombing the city.*
- *The city was quickly reduced to rubble claiming the lives of 200,000 civilians and on 13 September, the German Army broke into Stalingrad.*
- *The 40,000 soldiers defending the city were mostly ill-equipped recruits and appeared no match for the Germans.*
- *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.*
- *The Red Army launched a major counter-attack and the German army suffered heavy losses from wounds, starvation and the debilitating effect of the weather.*
- *Ignoring the orders of Hitler, General Paulus surrendered on 31 January 1943.*

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.

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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 events in Stalingrad during 1942–1943. [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

- *In the summer of 1942, Hitler launched Operation Blue in which he planned to seize the Caucasus oilfields and capture Stalingrad.*
- *Stalin demanded that Stalingrad, which bore his name should be defended to the death;*
- *The German Army was met with resistance and attempted a two-pronged attack on Stalingrad and began bombing the city.*
- *The city was quickly reduced to rubble claiming the lives of 200,000 civilians and on 13 September, the German Army broke into Stalingrad.*
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- *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.*
- *The Red Army launched a major counter-attack and the German army suffered heavy losses from wounds, starvation and the debilitating effect of the weather.*
- *Ignoring the orders of Hitler, General Paulus surrendered on 31 January 1943.*

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Question 2

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

Question: **How far did Gorbachev's reforms improve 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:

- *Gorbachev introduced reforms which aimed to tackle the USSR's political, economic and social problems*
- *his policy of perestroika – economic restructuring – ended the strict state ownership of industry and encouraged private enterprise*
- *his policy of glasnost – openness – within and outside the USSR was to be achieved by relaxing control and censorship*
- *moves were made to reduce the power of the KGB and to eventually abolish it*
- *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 cooperatives*
- *many people hoped that his policies would represent a quick fix and protested at the slow pace of change. Many were uncomfortable with their newfound 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 contribute to its collapse.*

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Question 3

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

Question: **Tensions increased between the USSR and the USA from 1945 to 1962 as a result of factors such as:**

- **the arms race, 1945–1962**
- **the Berlin Crisis of 1948–1949**
- **the Cuban Missile Crisis of 1962**

Arrange the factors in order of their significance in increasing tensions between the USSR and the USA from 1945 to 1962.
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.

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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 *arms race increased tensions between the USSR and the USA in a number of ways: the use of atomic bombs on Japan saw the world enter the nuclear age and, with the USSR's production of nuclear weapons, both superpowers entered an arms race during the Cold War; in 1952, President Truman authorised the production of hydrogen bombs and the Soviet Union tested its first thermonuclear device in 1953; the Soviet nuclear programme expanded throughout the 1950s with the aim of developing bigger and more powerful bombs such as the Tsar Bomba, in 1961; in contrast, the USA produced smaller, more effective nuclear weapons that could be deployed on its Intermediate Range Ballistic Missiles; in 1957 the Soviet Union launched Sputnik 1 which brought the USA in range of Soviet weapons; the expansion of military forces and the dangerous game of brinkmanship by both sides was to lead to confrontation during the Cuban Missile Crisis; by the beginning of the 1960s, it was calculated that both powers had created enough nuclear weapons to destroy the world (Mutually Assured Destruction or MAD) but their very existence made for an uneasy stalemate*
- *the Berlin Crisis increased tensions between the USSR and the USA 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 – to shoot at the aircraft would have been an act of war, forcing his eventual stepdown; the Berlin Crisis was significant in increasing east–west rivalry and hastened the formation of NATO*
- *the Cuban Missile Crisis increased tensions between the USSR and the USA 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.*

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Question 4

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

Question: **Explain why Khrushchev brought about the de-Stalinisation of the USSR. [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:

- *on assuming power, Khrushchev realised that he could not make any real impact as leader unless he could find ways of undermining Stalin's achievements which was to lead to the introduction of the policy of de-Stalinisation*
- *at the Twentieth Congress of the Communist Party in 1956, Khrushchev launched a venomous attack, denouncing Stalin's cult of personality and his use of terror*
- *he ridiculed Stalin's image as a war hero, pointing to his incompetence as a strategist*
- *the policy of de-Stalinisation aimed to absolve Khrushchev and other leaders from their involvement with Stalin, to justify the introduction of more progressive political and economic policies into the USSR and to seek peaceful co-existence with the West*
- *de-Stalinisation aimed to end the use of terror and an estimated eight million prisoners were released from the gulags*
- *the judicial system was partially reformed, and the powers of the secret police were reduced*
- *statues and portraits of Stalin were removed as part of the destruction of the "cult of Stalin" and censorship was relaxed*
- *Soviet citizens were allowed more freedom of movement inside the USSR and abroad and limits on cultural and sporting exchanges were relaxed*
- *Khrushchev attempted to address social problems that had developed as a result of the central planning of the Stalinist system, including wage increases with a resultant rise in living standards.*

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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**	
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.

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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 creation of an atmosphere of fear and suspicion amongst the people*
- *the systematic removal of opponents, beginning with Party members and colleagues whom he thought posed a threat – either real or imagined*
- *the arrests of high-profile figures such as Kamenev and Zinoviev*
- *the Great Terror had an impact on every section of society, especially amongst the middle and lower classes and particularly the kulaks*
- *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 NKVD was given quotas, wives of arrested husbands were advised to divorce them, and children were forced to denounce their parents*
- *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 in controlling the lives of the people answers should also consider the importance of a range of other factors such as: the use of propaganda, censorship and the centrally enforced Cult of Stalin.

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