



Rewarding Learning

**General Certificate of Secondary Education
January 2019**

History

**Unit 1: Studies in Depth
Foundation Tier**

[GHT11]

MONDAY 14 JANUARY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment Objectives

Below are the assessment objectives for GCSE History.

Candidates must:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **high performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

Assessment of spelling, punctuation and the accurate use of grammar

Spelling, punctuation and the accurate use of grammar is taken into account in assessing candidates' responses to specific questions in Unit 1 and Unit 2. The following guidance is provided to assist examiners:

- **threshold performance:** Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
- **intermediate performance:** Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
- **high performance:** Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Section A

Option 1: Germany, 1918–1939

The detail given in the Mark Scheme is for **teacher guidance** and candidates are not expected to cover **every** point suggested.

1 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the Weimar Republic:

Ebert	Kaiser Wilhelm II	Reichstag	Coalition	Constitution
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) New rules for governing the Weimar Republic Constitution
- (ii) German parliament Reichstag [1]
- (iii) First Chancellor of the Weimar Republic Ebert [1]
- (iv) Leader of Germany who abdicated in 1918 Kaiser Wilhelm II [1]
- (v) Government made up of more than one political party Coalition [1]

[1] for **each** correct answer.
If no answer is correct, award **[0]**

(b) Describe **two** reasons why the Treaty of Versailles was unpopular in Germany.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award **[0]** for responses not worthy of credit
Able to identify one reason with no description **[1]**
Able to identify one reason with limited description **[2]**
Able to identify one reason with detailed description **[3]**
Apply above criteria to each reason

Any **two** reasons:

- Article 231, the War Guilt clause, meant that Germany had to accept the blame for starting the war, which was humiliating
- Germany had to pay £6,600 million in reparations for war damage which put pressure on the country's economy
- Germany lost 10% of its land. Germany was badly affected as the lost land contained 16% of its coalfields and half of its iron and steel industry. Germany also lost 12% of its population
- The army was restricted to 100 000 soldiers, which contributed to rising unemployment

- Germans believed that it would be difficult for the country to defend itself if attacked.
- Any other valid point [6]

(c) Below are two reasons why Germany recovered from the hyperinflation crisis of 1923.

Choose **one** reason and explain how it helped Germany to recover from the hyperinflation crisis by 1928.

The actions of Gustav Stresemann	The Dawes Plan
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the reason or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will describe but not explain the reason chosen. Candidates give an account of the reason chosen but how it helped Germany to recover is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain how the reason chosen helped Germany to recover. Candidates demonstrate an understanding of the reason chosen on the recovery of Germany. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

The actions of Gustav Stresemann

- Stresemann got striking workers to end passive resistance, getting production going again. This meant that Germany did not have to rely on importing fuel
- He introduced a new currency, the Rentenmark, and a new national bank was established

- Germany started paying reparations again which led to the French leaving the Ruhr
- These actions meant that other countries began to have more trust in Germany again.

The Dawes Plan

- The Dawes Plan allowed Germany to pay reparations over a longer period of time
- It also brought in loans from the USA which provided investment for German businesses and made a huge difference in getting the German economy back on its feet and helped bring an end to the problems of hyperinflation
- The Dawes Plan agreed to America lending Germany 800 million gold marks, which kick-started the German economy.

Any other valid point

[6]

(d) Why did Hitler become Chancellor of Germany by January 1933?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of why Hitler became Chancellor of Germany. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will explain the issue or event studied, providing more accurate detail and analysis of why Hitler became Chancellor of Germany. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- The Wall Street Crash in the USA led to an economic depression in Germany, but the Weimar government could not decide how to deal with this. This made people in Germany look towards more extremist parties like the Nazis

- Brüning became Chancellor. He made unpopular decisions such as cutting benefits and raising taxes. He was forced to use Article 48 to get new laws passed and this made him unpopular
- The Nazis used a wide variety of propaganda to get their message across under the direction of Joseph Goebbels, e.g. the 'Hitler over Germany' campaign
- By 1932 unemployment reached a high of 6 million and German people lost faith in the ability of the government to deal with the crisis. Hitler and the Nazis won 37.3% of the vote in the July 1932 elections but Hindenburg would not allow Hitler to become Chancellor
- Von Papen, then von Schleicher became Chancellor. Both had to use Article 48 to pass new laws – the German people got used to dictatorship
- Von Papen asked Hitler to work with him to get into power. Hitler would be Chancellor and von Papen Vice-Chancellor. Hindenburg was convinced that Hitler could be controlled and so Hitler became Chancellor on 30 January 1933.

Any other valid point

[9]

25

2 Target AO1: Recall of knowledge

(a) Below is a list of people linked with Nazi Germany:

Ernst Röhm	Robert Ley	Joseph Goebbels	Heinrich Himmler	Paul von Hindenburg
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Nazi in charge of Strength Through Joy (KdF) **Robert Ley**
- (ii) Leader of the SS Heinrich Himmler [1]
- (iii) Person who appointed Hitler as Chancellor Paul von Hindenburg [1]
- (iv) Minister of Propaganda Joseph Goebbels [1]
- (v) Murdered on the Night of the Long Knives Ernst Röhm [1]

[1] for **each** correct answer.
If no answer is correct, award [0]

(b) Describe **two** ways in which the Nazis tried to lower unemployment in Germany between 1933 and 1939.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one way with no description [1]
Able to identify one way with limited description [2]
Able to identify one way with detailed description [3]
Apply above criteria to each way

Any **two** ways:

- Professional women and Jews were sacked from their jobs and were not included on the unemployment register. Their jobs could be taken by German men
- The National Labour Service (RAD) was established and was compulsory for all men aged 18–25. They had to carry out work for the state such as road building and tree planting for a very small amount of money
- Conscription was introduced in 1935 and the army increased to 400 000. Those who were conscripted were taken off the unemployment register
- New jobs were created in factories making ersatz products and weapons.

Any other valid point [6]

(c) Below are two ways in which the Nazis increased their control in Germany between 1933 and 1939.

Choose **one** way and explain how it helped the Nazis to increase their control in Germany.

Propaganda	Terror
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the way chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will describe but not explain the effects on the way chosen. Candidates give an account of the way chosen but how it helped the Nazis to increase their control is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain how the way chosen helped the Nazis to increase their control. Candidates demonstrate an understanding of the effects of the event on Nazi control. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Propaganda

- The Ministry of Propaganda and Enlightenment headed by Joseph Goebbels controlled what could be printed in newspapers
- Propaganda films were shown in cinemas before the main feature. Films such as ‘Triumph of the Will’ were used to promote the Nazi regime
- Parades and rallies were held at different stages of the year to glorify Germany, Hitler himself or important anniversaries, e.g. Hitler’s birthday and the Nuremberg Rallies
- To ensure that everybody could hear Hitler speak, Goebbels organised the sale of cheap radios. These were called the “People’s Receiver”, costing only 76 marks. Goebbels believed that if Hitler was to give

speeches, the people should be able to hear him. Loudspeakers were put up in streets so that people could not avoid any speeches by the Führer. Cafes and other such properties were ordered to play speeches by Hitler.

Terror

- After January 1933, the SS grew from being Hitler's personal bodyguard service to being a powerful police force which enforced Nazi laws and ran concentration camps
- The SS was led by Heinrich Himmler and held the power to arrest, detain and execute those suspected of acting against the state
- During the Night of the Long Knives the SS was sent to kill 200 SA members, including their leader Ernst Röhm, whom Hitler believed was getting too powerful
- Concentration camps were set up to punish 'enemies of the state'
- The Gestapo was set up as a secret police force in Germany. They listened to telephone conversations, intercepted letters and encouraged informers to try to eliminate opposition to the Nazi state.

Any other valid point

[6]

- (d) How did the Nazis try to control the lives of women and girls in Germany between 1933 and 1939?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main ways in which the Nazis tried to control the lives of women and girls in Germany. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main ways in which the Nazis tried to control the lives of women and girls in Germany. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will explain the ways studied, providing more accurate detail and analysis of the main ways in which the Nazis tried to control the lives of women and girls in Germany. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- Youth groups were established to control the leisure time of young people. Girls were taught how to look after a home and raise children in the League of German Maidens
- School subjects were altered. Religion was not taught but there was an emphasis on PE, History, Race Studies and Biology. Girls were taught Home Economics
- Pupils had to study Eugenics to learn how to produce racially pure children
- Professional women were sacked from their jobs so that they could concentrate on childbearing
- Women were discouraged from dieting and smoking as these may have interfered with fertility
- Women were encouraged to exercise and to dress traditionally and go without make-up
- The Motherhood Cross was introduced as a reward for women who had a lot of children. It was awarded to women on the birthday of Hitler's mother
- To encourage women to have larger families, newly married couples were given a loan of 1000 marks. For each child they had they could keep a quarter of the loan
- Lebensborn were established to encourage single women to become pregnant by SS men. Childless couples were encouraged to divorce so that the women could have the chance of becoming pregnant with someone else.

Any other valid point

[9]

25

3 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the Nazis and Czechoslovakia:

Sudetenland	Benito Mussolini	Eduard Benes	Neville Chamberlain	Appeasement
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Area of Czechoslovakia wanted by Hitler **Sudetenland**
- (ii) British leader at the Munich Conference Neville Chamberlain [1]
- (iii) Attempt by Britain and France to avoid war with Germany Appeasement [1]
- (iv) Italian leader who supported Hitler Benito Mussolini [1]
- (v) Prime Minister of Czechoslovakia Eduard Benes [1]

[1] for **each** correct answer.
If no answer is correct, award [0]

(b) Describe **two** reasons why the Nazis invaded Poland in 1939.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one reason with no description [1]
Able to identify one reason with limited description [2]
Able to identify one reason with detailed description [3]
Apply above criteria to each reason

Any **two** reasons:

- Hitler detested the Polish Corridor which split German territory in two and he wanted the port of Danzig
- The invasion of Poland was part of Hitler’s quest for lebensraum to gain living space in the east for German expansion
- Poland had resources which could be used to help make Germany self-sufficient.

Any other valid point [6]

(c) Below are two ways in which Hitler and the Nazis tried to break the Treaty of Versailles between 1933 and 1938.

Choose **one** way and explain the actions of Hitler and the Nazis.

Rearmament	Takeover of Austria
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the way chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will describe but not explain the actions in the way chosen. Candidates give an account of the way chosen but the actions of Hitler and the Nazis are not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain the actions of Hitler and the Nazis in the way chosen. Candidates demonstrate an understanding of the actions of Hitler and the Nazis in the way chosen. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Rearmament

- Hitler began secretly rearming Germany as soon as he became Chancellor. By 1935 there were 400 000 soldiers in the army
- In 1935, Hitler announced conscription
- The Nazis opened many arms factories to produce weapons and ammunition. Battleships and submarines were also built
- The Luftwaffe was created and by 1935 it had 2500 planes
- The Anglo-German Naval Agreement allowed Germany to have a navy one-third the size of the British Navy.

Takeover of Austria

- The Treaty of Versailles did not allow Germany and Austria to unite but Hitler wanted an Anschluss
- Austrian Nazis began to put pressure on the government to join Austria and Germany together. Hitler forced Schuschnigg, the Austrian Chancellor, to appoint the Austrian Nazi leader, Seyss-Inquart as Minister of the Interior
- Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and Schuschnigg was forced to resign
- Seyss-Inquart became the new Austrian Chancellor and invited the German troops into the country to restore order.

Any other valid point

[6]

(d) Why and how was Hitler able to take over the Rhineland in 1936?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main reasons for and actions taken to gain control of the Rhineland. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main reasons for and actions taken to gain control of the Rhineland. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main reasons for and actions taken to gain control of the Rhineland. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- The Rhineland had been demilitarised as part of the Treaty of Versailles which Hitler wanted to destroy
- The Nazis wanted to defend Germany's borders more securely
- They felt that it was humiliating to be forbidden from placing troops on their own territory
- Germany wanted to test the reaction of France to its actions

- In March 1936, the Nazis marched 22 000 police and 15 000 soldiers into the Rhineland
- Hitler advised his generals that they were to turn back if they met resistance
- Britain did not think it was worth going to war over as the Rhineland did belong to Germany
- France would not act without Britain, so Germany was able to get away with it.

Any other valid point

[9]

25

Option 2: Russia, c1916–1939

4 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the Russian army during the First World War:

Tannenberg	Kornilov	Mogilev	Petrograd Garrison	Tsar Nicholas II
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Withdrew its support from the Tsar in 1917 **Petrograd Garrison**
- (ii) Took command of the army in 1915 Tsar Nicholas II [1]
- (iii) Place where the Russian army was defeated in 1914 Tannenberg [1]
- (iv) Led a challenge to the Provisional Government in 1917 Kornilov [1]
- (v) Headquarters of the Russian army Mogilev [1]

[1] for **each** correct answer.
If no answer is correct, award [0]

(b) Describe **two** actions taken by the Tsarina Alexandra and Rasputin which made them unpopular in Russia by 1917.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one action with no description [1]
Able to identify one action with limited description [2]
Able to identify one action with detailed description [3]
Apply above criteria to each action

Any **two** actions:

- Alexandra supported autocracy and refused to cooperate with the Duma. She sacked 36 government ministers between 1915 and 1916
- The growing influence of Rasputin over Tsarina Alexandra was resented. Many in Russia thought Rasputin had too much influence. Others were concerned by his immoral lifestyle
- Alexandra's rule alienated the nobility, one of the pillars of autocracy. Rasputin had much control over government appointments. Many of those he did not appoint resented him
- Rasputin took bribes in return for helping people to secure government jobs.

Any other valid point [6]

(c) Below are two factors which helped to bring down the Provisional Government in February 1917.

Choose **one** factor and explain how it helped to bring down the Provisional Government.

Weaknesses and failures of the Provisional Government	Actions of Lenin and Trotsky
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the factor chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will describe but not explain how the factor chosen helped to bring down the Provisional Government. Candidates give an account of the factor but how it brought down the Provisional Government is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain and demonstrate an understanding of how the factor chosen helped to bring down the Provisional Government. Candidates demonstrate an understanding of the effects of the event on the Provisional Government. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Weaknesses and failures of the Provisional Government

- As a Provisional Government, it was never intended to last long. The Provisional Government was not elected, and had to share power with the Petrograd Soviet. Therefore, it lacked authority
- The Provisional Government was mainly made up of upper and middle class people who knew little of the suffering of ordinary people in Russia. None had played any part in the February Revolution
- The Provisional Government supported Russia’s continued involvement in the First World War, which caused a delay in the election of the

Constituent Assembly and a delay in land reforms. The war became particularly unpopular after the failure of the June Offensive

- The Provisional Government mishandled the Kornilov Affair of August 1917. It released some Bolshevik leaders and supplied them with weapons. This strengthened the Bolsheviks, who in October overthrew the Provisional Government.

Actions of Lenin and Trotsky

- Lenin issued the April Theses on his return to Russia in April 1917. Its two key slogans were 'Peace, Bread and Land' and 'All Power to the Soviets'. It showed the tactics to be used to overthrow the Provisional Government
- Lenin refused to cooperate with the Provisional Government. This meant that he and the Bolsheviks could not be linked with the Provisional Government's mistakes, which added to their popularity
- Trotsky became chairman of the Petrograd Soviet in September. This effectively gave him influence over the government of the country
- Trotsky led the Military Revolutionary Committee which organised and planned the take-over by the Red Guard of key buildings and places of strategic importance in Petrograd.

Any other valid point

[6]

- (d) How did the First World War affect the economy and the lives of Russian people between 1914 and 1917?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of consequence, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of how the First World War affected the economy and the lives of Russian people between 1914 and 1917. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of how the First World War affected the economy and the lives of Russian people between 1914 and 1917. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will explain how the First World War affected the economy and the lives of Russian people between 1914 and 1917, providing more accurate detail and analysis of the main consequences or effects of the event or

issue. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- In the first year of the war, 600 factories had to be closed due to a lack of workers. This led to a drop in industrial production
- War had a major impact on the production and distribution of food. Horses which were essential for farm work were taken for use in the war. Women and the elderly had to do the farm work and food production decreased by 15%
- Prices went up sharply and inflation rose by 400% between 1914 and 1917. By the start of 1917 a wave of strikes gripped Petrograd
- The number of workers in cities increased from 22 million to 28 million. Workers in munitions factories worked long hours and were subject to strict discipline.
- By 1916 living standards had declined. Moscow and Petrograd had only one-half of their food and one-third of their fuel requirements by early 1917. Food queues became common in Petrograd, where thousands were unemployed, cold and hungry.

Any other valid point

[9]

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5 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the early months of Bolshevik control in Russia between October 1917 and June 1918:

Cheka	Treaty of Brest-Litovsk	Sovnarkom	Land Decree	Kadets
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Name of the Bolshevik government **Sovnarkom**
- (ii) Opponents of the Bolsheviks Kadets [1]
- (iii) Bolshevik action to help peasants Land Decree [1]
- (iv) Ended the war with Germany Treaty of Brest-Litovsk [1]
- (v) Bolshevik secret police Cheka [1]

[1] for **each** correct answer.
If no answer is correct, award [0]

(b) Describe **two** methods used by the Red Army which helped it to win the Russian Civil War, 1918–1921.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one method with no description [1]
Able to identify one method with limited description [2]
Able to identify one method with detailed description [3]
Apply above criteria to each method

Any **two** methods:

- The Red Terror was organised by the Cheka against all opponents. An estimated 200 000 people were killed by the Bolsheviks. The Red Terror discouraged people from opposing the Reds
- The economic policy of War Communism was applied to industry and agriculture in the Bolshevik-controlled areas. This policy kept the Red Army well supplied, for example, by providing them with grain requisitioned from the peasants
- The Red Army used 22 000 ex-Tsarist officers to provide leadership to turn the inexperienced Red Army into a disciplined, well-led and effective fighting force
- The Red Army made sure it occupied the most industrially-developed areas of Russia with access to weapons and war supplies unavailable to the Whites. They used the railway system to deploy troops quickly to deal with attacks from the Whites.

Any other valid point [6]

- (c) Below are two reasons why the White Armies were defeated in the Russian Civil War, 1918–1921. Choose **one** reason and explain how it contributed to the defeat of the White Armies.

Divisions in the White Armies	Unpopularity of the White Armies
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the reason chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will describe but not explain how the reason chosen contributed to the defeat of the White Armies during the Russian Civil War, 1918–1921. Candidates give an account of the reason but how it contributed to the defeat of the White Armies during the Russian Civil War is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain and demonstrate an understanding of how the reason chosen contributed to the defeat of the White Armies during the Russian Civil War, 1918–1921. Candidates demonstrate an understanding of the reasons. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Divisions in the White Armies

- The White Armies were divided and consisted of an uncoordinated collection of groups with very different aims, united only by dislike of the Bolsheviks. For example, there were monarchists, revolutionary groups like the SRs and democratic groups such as the Kadets
- The White Armies had no command structure and their leadership was divided and weak
- The Whites controlled the outlying areas of Russia, which were sparsely populated. There were huge distances between the White Armies in the north, south and east

- A poor railway network prevented a coordinated attack by different groups. Thus the Reds were able to pick off the White Armies one by one.

Unpopularity of the White Armies

- The White Armies were unpopular. They treated the peasants, workers and Jewish people very harshly in the areas they controlled
- General Deniken alienated the peasants by supporting the return of their land to the landlords. Admiral Kolchak in the east attacked his SR supporters in this area
- Unpopular foreign armies of occupation supplied weapons and money to the Whites. This made the Whites seem like traitors. Bolshevik propaganda portrayed the Whites as disloyal and the Red Army as patriotic against foreign invaders
- The unruly behaviour and poor discipline of the White Armies made them unpopular. In the east, they often drank heavily, took drugs and sold weapons and supplies on the 'black market'.

Any other valid point

[6]

- (d) How did the New Economic Policy (NEP) affect the economy and the lives of workers in Russia between 1921 and 1924?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of consequence, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of how the New Economic Policy (NEP) affected the economy and the lives of workers in Russia between 1921 and 1924. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of how the New Economic Policy (NEP) affected the economy and the lives of workers in Russia between 1921 and 1924. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will explain how the New Economic Policy (NEP) affected the economy and the lives of workers in Russia between 1921 and 1924, providing more accurate detail and analysis of the main consequences or effects of the event or issue. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- Under the New Economic Policy (NEP), the state controlled large industries, e.g. coal and steel. Lenin called these ‘the Commanding Heights’ of industry and they employed 85% of workers in 1923
- Small firms employing fewer than 10 workers were allowed to be privately owned
- The new rouble was introduced which brought economic stability to Russia. It ended inflation and allowed trade and private industry to grow
- Workers had the opportunity to sell goods for a profit. This led to the emergence of successful owners of small businesses. These men were known as Nepmen. They were resented by the Bolsheviki
- Workers could now earn wages and make extra money through piecework. Incentives were offered to encourage workers to produce more. However, poor working conditions and overcrowding remained
- Workers experienced more freedom and were able to change jobs without the government’s permission.

Any other valid point

[9]

25

6 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the leadership struggle in the USSR between 1924 and 1929:

Socialism in One Country	Lenin's Will	Bukharin	World Revolution	Politburo
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Opponent of Stalin **Bukharin**
- (ii) Policy supported by Trotsky World Revolution [1]
- (iii) Leading group in the Communist Party Politburo [1]
- (iv) Document criticising Stalin Lenin's Will [1]
- (v) Policy supported by Stalin Socialism in One Country [1]

[1] for **each** correct answer.
If no answer is correct, award [0]

(b) Describe **two** effects of the Five Year Plans on the lives of workers in the USSR during the 1930s.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one effect with no description [1]
Able to identify one effect with limited description [2]
Able to identify one effect with detailed description [3]
Apply above criteria to each effect

Any **two** effects:

- The number of workers grew. However, the quality of work was often poor as many workers in the 1930s were untrained peasants
- Workers continued to experience poor living and working conditions. However, rewards were offered for successful workers, e.g. the Stakhanovite movement
- Workers took a pride in the achievements of the Five Year Plans. They believed they were playing a part in building a new, better USSR
- An elite group of skilled workers emerged with over 250 000 engineering graduates between 1928 and 1939.

Any other valid point [6]

(c) Below are two methods used by Stalin to strengthen his power in the USSR in the 1930s.

Choose **one** method and explain how it helped Stalin to strengthen his power.

The Cult of Personality	The Purges
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the method chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will describe but not explain how the method helped Stalin to strengthen his power in the USSR in the 1930s. Candidates give an account of the method chosen but how it helped Stalin to strengthen his power is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain and demonstrate an understanding of how the method chosen helped Stalin to strengthen his power in the USSR in the 1930s. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

The Cult of Personality

- At first, Stalin ensured that he was seen as Lenin’s successor. This helped strengthen his position as leader
- Paintings and sculptures glorified Stalin
- Many songs and poems were written in Stalin’s honour. Even the national anthem was changed to praise him
- Stalin projected himself as the saviour of the USSR. He represented himself as being a great leader who had superhuman powers.

The Purges

- Stalin used terror to deal with political opposition. Kirov, the Leningrad party leader, was killed in 1934
- During the Great Purges 1934-1938 one-fifth of all members of the Communist Party were expelled or killed
- ‘Show Trials’ removed the leading members of the Communist Party, for example Zinoviev and Bukharin
- In 1938 and 1939 there were purges of the army, navy, air force and NKVD
- A climate of fear and suspicion existed in the USSR in the 1930s, known as the Great Terror. Up to 20 million Russians were sent to labour camps or gulags.

Any other valid point [6]

- (d) How did Stalin’s policy of Collectivisation change the economy and the lives of peasants in the USSR between 1928 and 1939?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of consequence, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of how Stalin’s policy of Collectivisation changed the economy and the lives of peasants in the USSR between 1928 and 1939. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of how Stalin’s policy of Collectivisation changed the economy and the lives of peasants in the USSR between 1928 and 1939. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will explain how Stalin’s policy of Collectivisation changed the economy and the lives of peasants in the USSR between 1928 and 1939, providing more accurate detail and analysis of the main consequences or effects of the event or issue. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- Under Collectivisation, individual farms were taken from the peasants and turned into state-owned collective farms called kolkhozy. By 1936 over 90% of USSR’s farms were collectivised
- Kolkhozy were run by state officials who collected quotas of grain. Peasants sold quotas of food to the state at low prices
- 2500 Motor Tractor Stations were set up to organise the supply of machinery and seeds. This helped to modernise agriculture and increase production
- Collectivisation of agriculture caused turmoil and a high human cost as it was resisted by kulaks. They killed livestock and refused to plant crops. Between 1929 and 1933, two-thirds of all sheep and goats and half of all horses were killed
- Over 5 million kulaks were killed or sent to labour camps. In the Ukraine, up to 5 million people died in the famine between 1932 and 1934
- Agricultural production remained low and did not reach 1928 levels until World War Two. State procurement of grain did increase, allowing the USSR to feed the growing industrial workforce and buy equipment abroad.

Any other valid point

[9]

25

Option 3: United States of America, c1920–1941

7 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the experiences of black Americans in the USA in the 1920s:

Sharecroppers	Burning Cross	Jim Crow Laws	Lynching	Grandfather Clause
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Enforced segregation of black Americans in the southern states **Jim Crow Laws** [1]
- (ii) Prevented many black Americans from voting Grandfather Clause [1]
- (iii) People who did not own land but were allowed to sell some of their crops Sharecroppers [1]
- (iv) Used to intimidate black Americans from voting or buying property Burning Cross [1]
- (v) Illegal killing of black Americans by the Ku Klux Klan (KKK) Lynching [1]

[1] for **each** correct answer.
If no answer is correct, award [0]

(b) Describe **two** ways in which the lives of women in the USA changed in the 1920s.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one way with no description [1]
Able to identify one way with limited description [2]
Able to identify one way with detailed description [3]
Apply above criteria to each way

Any **two** ways:

- Women in the USA were given the vote in 1920. This gave them more political power and influence
- By 1929, over 10 million women were in paid employment, mainly in office work and in the new consumer goods industries, e.g. radio. This gave women more economic independence
- Young fashionable middle class women called Flappers emerged in the 1920s. Their lifestyle was influenced by jazz music and the cinema. They smoked in public, wore short skirts and some had sex before marriage. They went to speakeasies and dancehalls and imitated the lifestyles of the film stars.

Any other valid point [6]

(c) Below are two groups with different responses towards Prohibition in the USA in the 1920s.

Choose **one** group and explain its response towards Prohibition in the USA.

Opponents of Prohibition	Supporters of Prohibition
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the group chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will describe but not explain the responses towards Prohibition by the group chosen. Candidates give an account of the responses towards Prohibition of the group chosen but will not develop this. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain the responses towards Prohibition of the group chosen during the 1920s. Candidates demonstrate an understanding of the responses towards Prohibition of the group chosen. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Opponents of Prohibition

- Many immigrant groups opposed Prohibition. They used alcohol as part of their custom of celebration and social interaction. Italians drank wine with their meals. They resented the ban on the sale and consumption of alcohol
- Immigrant groups, especially Germans dominated the brewing industry and opposed Prohibition. Saloon owners disliked the closing of their businesses
- Many outside the southern states resented limits on their freedom of choice
- During a decade of social change, many young people, especially the Flappers enjoyed alcohol and opposed Prohibition.

Supporters of Prohibition

- White Anglo Saxon Protestants (WASPs), the dominant group in the USA, disliked alcohol. The temperance movement, supported mainly by WASPs, campaigned to ban the sale of alcohol
- The USA entered World War One against Germany in 1917. Most American brewers were of German descent. Supporters of Prohibition argued that refusing to drink alcohol was patriotic. Anti-foreign feeling in the USA in the 1920s was an important reason for supporting Prohibition. Alcohol was linked to the lifestyle of immigrant groups
- Bootleggers benefited from Prohibition by smuggling alcohol from Canada and the West Indies and supplying speakeasies or illegal bars set up to sell alcohol
- The Mafia, led by Al Capone, controlled the illegal import of alcohol from Canada and the West Indies. They made millions of dollars by exploiting the increased demand for alcohol in the USA in the 1920s.

Any other valid point

[6]

- (d) Explain how the economy and lives of Americans were affected by the economic boom in the USA in the 1920s.

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main effects for the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the economic boom in the USA in the 1920s. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will explain the issue or event studied, providing more accurate detail on the effects of the economic boom of the 1920s on the American economy and the lives of Americans. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- The motor car industry pioneered mass-production techniques based on electrical power and became the leading employer in the USA in the 1920s

- In Henry Ford's factories, work was carefully planned and each worker had a specialised task in the process. The assembly line speeded up production. As a result, Ford reduced the cost of a car to \$295 and still became very rich. Workers in Ford's factories were well paid at \$5 per day but the work was monotonous
- The car industry led to ancillary industries, e.g. rubber and glass. It also encouraged road building, petrol stations and motels
- The car gave Americans more freedom to travel and enabled people to move to better houses in the suburbs. Its negative effects included car crashes and pollution. Conservative older people blamed the motor car for the fall in morals among young people
- Consumer goods were also mass-produced. Washing machines, refrigerators and vacuum cleaners were labour-saving devices which gave women more free time from household chores. Women became a significant part of the workforce and by 1929 over 10 million women were in paid employment, e.g. office work and making consumer goods.

Any other valid point

[9]

25

8 Target AO1: Recall of knowledge

(a) Below is a list of words linked to President Hoover and his beliefs:

Laissez-Faire	Quaker	Tariff	Mining Engineer	Rugged Individualism
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Hoover’s career before he became President **Mining Engineer**
- (ii) Hoover’s belief that the federal government should not interfere in the economy Laissez-Faire [1]
- (iii) Belief that Americans could overcome the effects of the Great Depression by their own efforts Rugged Individualism [1]
- (iv) Tax imposed by Hoover on imports to protect the American economy Tariff [1]
- (v) Hoover’s religion Quaker [1]

[1] for **each** correct answer.
If no answer is correct, award [0]

(b) Describe **two** ways in which the banking system helped cause the Wall Street Crash in October 1929.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one way with no description [1]
Able to identify one way with limited description [2]
Able to identify one way with detailed description [3]
Apply above criteria to each way

Any **two** ways:

- There was little regulation of the banking system before 1929. Banks used savers’ deposits to invest in shares and lent money to stockbrokers and speculators
- Banks lent \$9 billion to share speculators in 1929 to buy shares ‘on the margin’. Speculators could borrow 90% of the share value. This encouraged speculators to take risks and pushed up the value of shares to unrealistic levels
- Banks contributed to the Wall Street Crash in October 1929 by putting pressure on speculators which led to panic selling of shares and a collapse of share prices
- Many speculators were unable to repay debts. There was a severe cash flow crisis and 642 banks collapsed in 1929.

Any other valid point [6]

(c) Below are two groups of Americans which were affected by the Great Depression.

Choose **one** group and describe the effects of the Great Depression on it.

The Unemployed	Farmers
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the group chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will describe but not explain the effects of the Great Depression on the lives of people in the group chosen. Candidates give an account of the effects of the Great Depression on the lives of the chosen group. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain how the Great Depression affected the lives of people in the group chosen. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

The Unemployed

- By 1933, 14 million Americans were unemployed. The unemployed endured great hardship during the Great Depression because there was no unemployment benefit. Many unemployed tramped the streets each day looking for casual work. Two million hobos travelled illegally on freight trains all over the USA in search of seasonal work
- Unemployed people had to queue in breadlines for free bread and soup from private charities. Thousands went hungry and one-third of all children in New York were malnourished
- Thousands of unemployed who could not pay their rent or mortgage were evicted. They moved to shanty towns, sarcastically called 'Hoovervilles', situated at the edge of most cities

- Some tried to make a living by menial jobs, e.g. selling coal and apples. There were 6000 apple sellers in New York in 1932. Some resorted to petty crime, begging and even prostitution.

Farmers

- Farmers had missed out on the economic boom of the 1920s and grain prices continued to fall from 103c per ton in 1929 to 38c per ton in 1933. Overall, farm income fell from \$13 billion in 1929 to \$7 billion in 1932
- Many farmers had borrowed heavily from banks in order to purchase new machinery and were now in debt. By 1932 over 40% of all farms were mortgaged to banks and thousands of farmers were evicted from their farms
- Many farm labourers lost their jobs because of mechanisation. Many starved and were forced to move to cities in search of work
- In the Mid-West the lives of farmers were made more difficult by the Dust Bowl. Drought and over-cropped soil led to dust storms which ruined about 30 million acres of previously fertile land. Thousands of farmers from Oklahoma and Arkansas migrated west to California in search of a new life as farm labourers.

Any other valid point

[6]

- (d) How did President Hoover deal with the effects of the Great Depression between 1929 and 1932?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main effects for the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the actions of President Hoover in dealing with the effects of the Great Depression. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will explain the issue or event studied, providing more accurate detail on the actions of President Hoover in dealing with the effects of the Great Depression. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- Hoover underestimated the severity of the effects of the Depression on the American economy. In 1929 Hoover cut taxes by \$130 million but this had little impact. Between 1929 and 1931, Hoover relied on Voluntarism. Employers were encouraged not to sack workers or reduce wages but unemployment increased from 1.5 million in 1929 to 14 million in 1932
- In 1929 Hoover set up the Farm Board to buy surplus produce and help increase prices. It's budget was only \$500 million and it did little to halt the fall in agricultural income from \$13 billion in 1929 to \$7 billion in 1932
- The Hawley-Smoot Act, 1930, increased tariffs by 50% to protect US industry. However, this only slowed down world trade and worsened the problems of farmers who depended on exports
- In 1931 Hoover reversed his laissez-faire policy and the federal government lent \$1,500 million to businesses and banks in difficulty. The Reconstruction Finance Corporation was seen as too little too late and a desperate ploy to win support in the presidential election
- In 1931 Hoover spent \$423 million on a building programme that provided jobs, e.g. the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment in the USA.

Any other valid point

[9]

25

9 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the National Recovery Administration (NRA):

Trade Union	Child Labour	Codes	“We Do Our Part”	Blue Eagle
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Organisation that the NRA allowed workers to join **Trade Union**
- (ii) Symbol used by the NRA Blue Eagle [1]
- (iii) Motto or saying of the NRA “We Do Our Part” [1]
- (iv) Forbidden by the NRA Child Labour [1]
- (v) Rules drawn up by the NRA to safeguard workers Codes [1]

[1] for **each** correct answer.
If no answer is correct, award [0]

(b) Describe **two** reasons why Roosevelt won the presidential election of 1932.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one reason with no description [1]
Able to identify one reason with limited description [2]
Able to identify one reason with detailed description [3]
Apply above criteria to each reason

Any **two** reasons:

- F. D. Roosevelt, the Democrat Party candidate conducted a positive, energetic campaign. He was a good speaker, travelled through many states and met people suffering from the effects of the Great Depression. He had been Governor of New York and helped the poor there during the Great Depression
- Roosevelt promised ‘Action and Action Now’. He promised a New Deal and offered hope to the American people. He promised a programme that would provide the 3Rs (Relief, Recovery and Reform)
- Most Americans were disillusioned by President Hoover’s lack of success in dealing with the effects of the Depression. Hoover’s slogan ‘prosperity is just around the corner’ rang hollow by 1932. Shanty towns were sarcastically called ‘Hooverilles’
- Hoover’s election campaign was negative, offering no new solutions. He was very unpopular and only won six out of 50 states in the 1932 election.

Any other valid point [6]

(c) Below are two New Deal agencies set up by President Roosevelt to deal with the effects of the Great Depression.

Choose **one** agency and explain how it affected the economy and the lives of Americans between 1933 and 1939.

Tennessee Valley Authority (TVA)	Public Works Administration (PWA)
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the agency chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will describe but not explain how the New Deal agency chosen helped the American economy and the lives of Americans. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain how the New Deal agency chosen helped the economy and lives of Americans. Candidates demonstrate an understanding of the ways in which the chosen agency helped the economy and the lives of Americans. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Tennessee Valley Authority (TVA)

- The lives of farmers in the Tennessee Valley were changed by the Tennessee Valley Authority (TVA) set up in 1933. The TVA built 21 dams on the Tennessee River to control water flow and made an area of 40 000 square miles productive again. Soil erosion stopped and agriculture was regenerated
- The Tennessee Valley Authority (TVA) built hydro-electric power stations providing cheap electricity for this area
- Industries such as light engineering moved into the Tennessee Valley to take advantage of cheap power. New industries such as chemicals, paper mills, food processing plants and car factories provided employment opportunities which benefited the area.

Public Works Administration (PWA)

- The Public Works Administration provided work schemes for skilled workers, e.g. electricians and engineers. It was led by Harold Ickes and spent \$7 billion on public works schemes between 1933 and 1939
- The PWA built 70% of American schools and 35% of American hospitals and improved the infrastructure of the USA through new railways, bridges and ports
- The PWA gave hope to skilled workers who were able to work again and provided the USA with high quality public facilities.

Any other valid point

[6]

- (d) Explain how some groups and individuals in the USA opposed Roosevelt and the New Deal between 1933 and 1939.

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main effects for the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of how some groups and individuals opposed Roosevelt's New Deal between 1933 and 1939. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will explain the issue or event studied, providing more accurate detail on how some groups and individuals opposed Roosevelt's New Deal between 1933 and 1939. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- The Supreme Court, the 'Guardian of the Constitution', opposed important parts of the New Deal. Most of its nine judges were Republican and believed that the federal government and the President were exceeding their powers. The Supreme Court declared 11 of Roosevelt's New Deal agencies unconstitutional including the National Recovery Administration (NRA) in the Sick Chickens Case
- In 1936 the Supreme Court declared 16 Agricultural Adjustment Administration (AAA) codes unconstitutional. The AAA gave farmers

federal government loans to plough up land and kill animals. The Supreme Court ruled that these payments could only be made by state governments

- The Republican Party accused Roosevelt of excessive spending of taxpayers' money on the New Deal agencies which cost \$17 billion. It criticised the waste of money or 'boondoggles' in some of the WPA schemes. The Republican Party claimed that Roosevelt was making the federal government too powerful
- Businessmen accused Roosevelt of turning the USA into a socialist state by legalising trade unions and increasing workers' rights. Big Business and the Republican Party set up the Liberty League to oppose Roosevelt and the New Deal in the 1936 Presidential election
- Dr Francis Townsend criticised the New Deal for not helping the elderly and retired. He wanted everyone over 60 to receive a pension of \$200 per month. This proved popular and over 7000 Townsend Clubs were set up to put pressure on Roosevelt to improve old age pensions
- Huey Long, the Democrat Governor of Louisiana, criticised Roosevelt's New Deal for failing to reduce divisions between rich and poor in the USA. He called for a 'Share Our Wealth' scheme to take money from the banks and the wealthy in order to give every American family \$2000 per year. He also demanded a minimum wage, improved pensions and free education
- Fr Charles Coughlin used his radio broadcasts to criticise Roosevelt. Fr Coughlin set up the National Union for Social Justice which had millions of members to campaign against Roosevelt. However, his ideas were confused and by 1939 his influence had faded.

Any other valid point

[9]

25

Section A

50

Section B

**Option 4: Peace, War and Neutrality:
Britain, Northern Ireland and Ireland, 1932–1949**

The detail given in the mark scheme is for teacher guidance and candidates are not expected to cover **every** point suggested.

- 10 (a)** Below is a list of questions on relations between Britain, Northern Ireland and Ireland from 1932 to 1949.

Write your answer to **each** question in the space provided.

Target AO1: Recall of knowledge.

- | | | |
|---|------------------------------|-----|
| (i) Name of the first President of Éire. | <u>Douglas Hyde</u> | [1] |
| (ii) Name of the Irish parliament created by de Valera in 1937. | <u>Dáil</u> | [1] |
| (iii) British Prime Minister who introduced the Welfare State in 1945. | <u>Clement Attlee</u> | [1] |
| (iv) Prime Minister of Northern Ireland when the Second World War began. | <u>Lord Craigavon</u> | [1] |

[1] for **each** correct answer.

If no answer is correct, award **[0]**

- (v)** Write down **one** term of the Anglo-Irish Agreements of 1938.

Any **one** term:

- Éire paid £10 million as part of a total settlement of the land annuities which were valued at £78 million
- Éire and Britain removed all taxes and tariffs on each other's goods
- Britain gave Éire back the three Treaty Ports of Lough Swilly, Berehaven and Cobh.

Any other valid point [1]

- (vi)** Write down **one** change made by de Valera to the Anglo-Irish Treaty between 1932 and 1936.

Any **one** change:

- The status of the king's representative, the Governor General, was reduced
- In 1933 the Removal of the Oath Act ended the practice of Dáil members swearing an oath of allegiance to the king
- Irish citizens were denied the right to appeal to the British Privy Council
- The External Relations Act removed the king's official role in the Irish Free State.

Any other valid point [1]

- (b) This question is about the changes in relations between Britain, Northern Ireland and Éire in 1949.

Study **Sources A and B** and answer the questions which follow.

- (i) Using **Source A**, give **two** responses to the Declaration of the Republic, 1949.

Target AO3: Understand source material as part of an historical enquiry.

Award **[0]** for inaccurate responses not worthy of credit

Limited accurate reference to Source A **[1]**

Accurate reference to Source A **[2]**

Apply criteria for any **two** responses

Answers may include some of the following:

- Crowds gathered in Dublin to celebrate
- Most nationalists in Northern Ireland felt abandoned
- Northern Ireland nationalists demanded seats in the Dáil
- The reaction in Britain was calm
- The British government passed the Ireland Act in June 1949.

Any other valid point

[4]

- (ii) **Study Sources A and B**

Using **Sources A and B** and **your own knowledge**, describe how the Declaration of the Republic and the Ireland Act of 1949 affected relations between Ireland, Britain and Northern Ireland.

Target AO1 and AO3: Recall, select and communicate knowledge to demonstrate understanding of the past; understand source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[3])

Answers at this level will be limited and may not directly address the question. Answers may simply extract information from the source(s) but there will be little or no attempt to describe the sources in relation to the question. There may be limited or no use of own knowledge.

Level 2 ([4]–[6])

Answers at this level will begin to describe how the Declaration of the Republic and the Ireland Act affected relations between Ireland, Britain and Northern Ireland using Sources A and B. There will be some own knowledge to support the answer.

Level 3 ([7]–[10])

Answers at this level will offer a full description of how the Declaration of the Republic and the Ireland Act affected relations between Ireland, Britain and Northern Ireland using Sources A and B. Accurate own knowledge will be used to support the answer.

([3]) AO1 ([7]) AO3

Answers may include some of the following information from Sources A and B:

- Éire left the Commonwealth on Easter Monday, 1949 (Source A)
- The Declaration of the Republic made Éire a republic (Source A)
- The British government passed the Ireland Act in June 1949 (Source A)
- The British government said that Britain had a ‘special relationship’ with Éire (Source A)
- Unionists believed that the Declaration of the Republic put Northern Ireland’s position as part of the United Kingdom in ‘danger’ (Source B)
- Unionists held an election to show how determined they were to keep Northern Ireland as part of the United Kingdom. (Source B).

Answers may include some of the following own knowledge:

- The Ireland Act in 1949 recognised the Republic of Ireland. It gave a guarantee that Northern Ireland would remain part of the United Kingdom to reassure unionists in Northern Ireland
- Relations between Britain and the Republic became more clearly defined as a result of these acts
- Nationalists in Northern Ireland felt isolated and unionists in Northern Ireland saw the Declaration of the Republic as a threat to the constitutional position of Northern Ireland
- The Ireland Act caused hostility in the Republic of Ireland over the guarantee to Northern Ireland
- The Ireland Act gave people from the Republic of Ireland special concessions such as not having to have a passport, the right to work and vote in British elections. The Republic of Ireland was given favourable trading standards with Britain in relation to other countries. The Republic of Ireland had a special relationship with Britain.

Any other valid point

[10]

(c) This question is about the Economic War and its effects.

How did the Economic War affect the economy and the lives of people in the Irish Free State and Northern Ireland between 1932 and 1938?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key events and consequence.

Award **[0]** for responses not worthy of credit.

Level 1 ([1]–[4])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[8])

Answers will include more relevant detail linked to the question and there

will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([9]–[12])

Answers will be well informed and provide an accurate, well developed explanation and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([9]) AO2

Answers may include some of the following:

- Irish farmers were badly affected as Great Britain was the main export market for Irish farmers. A fall in demand for cattle resulted in many farmers going bankrupt because beef prices in Ireland and dairy exports to Great Britain decreased. Overproduction in the Irish Free State resulted in the slaughter of cattle
- The government increased taxes to compensate farmers but rural living standards declined. Irish farmers lost millions of pounds because they could find no markets for their goods during a period of worldwide economic depression
- Subsistence farmers in Ireland suffered less during the Economic War and some farmers benefited from the reduction of land annuities payments
- Northern Ireland's farmers were able to provide Britain with produce no longer being supplied by the Irish Free State. Smuggling between the Irish Free State and Northern Ireland increased as a way of avoiding the payment of duties
- Increased coal prices badly affected Irish industry and by 1935 the economy experienced serious economic difficulties. Exports fell and there was a serious balance of payments problem. The peat industry benefited because of the scarcity and cost of British coal
- In January 1935 the Irish and British governments reduced the tariff restrictions in the Coal-Cattle Pacts.

Any other valid point [12]

- (d) This question is about the role played by Northern Ireland during the Second World War.

Explain how Northern Ireland helped Britain during the Second World War.

Use the following **three** paragraph headings to help you with your answer.

- Industry
- Agriculture
- Naval and Air bases.

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of change, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[6])

Answers at this level may use only one of the paragraph headings and may fail to address the question offering only a descriptive narrative which will contain inaccuracies. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([7]–[12])

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of how Northern Ireland helped Britain during the Second World War. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([13]–[18])

Answers will use all of the paragraph headings and will provide a clear and accurate explanation and analysis of how Northern Ireland helped Britain during the Second World War. Writing communicates ideas effectively, using a range of precisely selected historical terms and organisation of information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([6]) AO1 ([12]) AO2

Answers may include some of the following:

Industry

- Northern Ireland industry made an invaluable contribution to the war effort, with 35 000 workers employed in Harland and Wolff shipyard. 140 warships and 123 merchant ships were built
- Harland and Wolff managed the Foyle Yard in Derry/Londonderry which acted as a repair base for Atlantic convoy escorts. Over 3000 ships were repaired
- Shorts and Harland aircraft factory built Stirling bombers, Sunderland flying boats and repaired damaged planes
- 180 million bullets and 75 million shells were made at munitions factories such as Mackies. Shells, bullets and rope used by the British Army were produced in Northern Ireland
- Textile factories produced 200 million metres of cloth used for uniforms and parachutes by the armed forces.

Agriculture

- The Ministry of Agriculture became responsible for the purchase, distribution and sale of food locally
- Northern Ireland supplied 20% of the UK requirement for eggs and exported £3 million worth of sheep and cattle each year
- More land was used for growing crops. Acreage under tillage increased from 150 000 acres in 1939 to 850 000 acres in 1943. The “Dig for Victory” call also led to an increase in the number of allotments to 8000 by 1945

- Mechanisation led to an increase in efficiency with 7000 tractors in use by 1944.

Naval and Air Bases

- Derry/Londonderry was the most westerly base for repair and refuelling of ships and played a key role in the Battle of the Atlantic. 40 000 servicemen and women were stationed in Derry/Londonderry in preparation for the D-Day landings in 1944
- The naval base at Lisahally also provided accommodation for US and British naval vessels and helped protect merchant shipping from U-boat attack on their trans-Atlantic journeys
- Air bases at Kesh, Aldergrove, Limavady and Castle Archdale were used by RAF Coastal Command. These played an important part in defeating the German U-boats in the Battle of the Atlantic
- In 1943 the RAF destroyed 84 U-boats. Eighteen were sunk by aircraft based in Northern Ireland.

Any other valid point [18]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available, However, if the candidate has attempted to answer the question but produced nothing of credit SPaG marks may still be awarded.

Award [0] for responses not worthy of credit.

Level 1 Threshold performance (1 mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

Level 2 Intermediate performance (2–3 marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance (4–5 marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision. [5]

55

Section B

**Option 5: Changing Relationships:
Britain, Northern Ireland and the Republic of Ireland, 1965–1985**

- 11 (a)** Below is a list of questions on relations between Britain, Northern Ireland and the Republic of Ireland from 1965 to 1985.

Write your answer to **each** question in the space provided.

Target AO1: Recall of knowledge.

- | | | | |
|-------|---|--|-----|
| (i) | Loyalist paramilitary organisation founded in September 1971. | <u>Ulster Defence Association (UDA)</u> | [1] |
| (ii) | City created in the 1960s as part of Terence O'Neill's economic policies. | <u>Craigavon</u> | [1] |
| (iii) | The year that Terence O'Neill resigned as Prime Minister of Northern Ireland. | <u>1969</u> | [1] |
| (iv) | Prime Minister of Northern Ireland in 1972. | <u>Brian Faulkner</u> | [1] |

[1] for **each** correct answer.

If no answer is correct, award **[0]**

- (v) Write down **one** reason why British troops were sent to Northern Ireland in 1969.

Any **one** of the following:

- There was sectarian violence in Belfast which mainly took the form of house burnings. Seven people had lost their lives while 100 were wounded
- Violence in Derry/Londonderry following the Apprentice Boys march had led to fifty hours of continuous rioting. The government of the Republic of Ireland had threatened to intervene to deal with the violence and the British government felt the need to take action
- The RUC was too exhausted to cope with the situation and the British government felt that additional support was needed in the form of the British troops.

Any other valid point [1]

- (vi) Write down **one** unionist action in response to the Anglo-Irish Agreement of 1985.

Any **one** action:

- Unionists attended a protest rally at Belfast's City Hall in November 1985. An estimated 100 000 people attended the rally where James Molyneaux and Ian Paisley addressed the crowds
- All 15 unionist MPs resigned their seats at Westminster, but they then stood for them again in the resulting by-elections

- Unionists burned bonfires with effigies of Margaret Thatcher, Irish Foreign Minister Peter Barry and other members of the Dublin government to show their opposition to the Anglo-Irish Agreement.
- Any other valid point [1]

(b) This question is about the Northern Ireland Civil Rights Association (NICRA).

Study **Sources A** and **B** and answer the questions which follow.

- (i) Using **Source A**, give **two** aims of the Northern Ireland Civil Rights Association (NICRA).

Target AO3: Understand source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

Limited accurate reference to Source A **[1]**

Accurate reference to Source A **[2]**

Apply criteria for any **two** aims

Answers may include some of the following:

- Source A states that one of NICRA's aims was to 'achieve one man, one vote for local council elections'
- NICRA wanted to ensure 'council houses were given to people fairly'
- Source A makes reference to the need to 'disband the B Specials'
- Source A concludes that NICRA wanted to 'end the use of the Special Powers Act.' NICRA felt that this would allow 'a fairer justice system'.

Any other valid point [4]

- (ii) Using **Sources A** and **B** and **your own knowledge**, describe how the Northern Ireland Civil Rights Association (NICRA) tried to achieve its aims.

Target AO1 and AO3: Recall, select and communicate knowledge to demonstrate understanding of the past; understand source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[3])

Answers at this level will be limited and may not directly address the question. Answers may simply extract information from sources(s) but there will be little or no attempt to describe the sources in relation to the question. There may be limited or no use of own knowledge.

Level 2 ([4]–[6])

Answers at this level will begin to describe how NICRA tried to achieve its aims using Sources A and B. There will be some own knowledge to support answer.

Level 3 ([7]–[10])

Answers at this level will offer a full description of how NICRA tried to achieve its aims using Sources A and B. Accurate, outside knowledge will be used to support the answer.

([3]) AO1 ([7]) AO3

Answers may include some of the following from Sources A and B:

- Source A includes reference to the aim of fair allocation of council housing and includes reference to some of NICRA's other key demands
- Source B identifies that NICRA used marches as a tactic to help them achieve their aims
- Source B discusses how NICRA raised the issue of housing injustice by holding a march from Coalisland to Dungannon.

Answers may include some of the following own knowledge:

- A NICRA march was held in Derry/Londonderry in October 1968. This was banned, but went ahead anyway, passing through some Protestant areas. This led to clashes between the RUC and the marchers, with heavy-handed tactics being used by the RUC
- There were attempts to get publicity. For example, the NICRA march in Derry/Londonderry was filmed by an RTÉ television crew
- Civil rights protesters used placards and protest songs to get their message across. One example of a protest song was "We Shall Overcome", which was borrowed from the US civil rights movement
- Representations were made to the Minister for Home Affairs, William Craig, in an attempt to win civil rights.

Any other valid point

[10]

- (c) This question is about Prime Minister Terence O'Neill in the 1960s.

How did O'Neill try to improve relations with nationalists in Northern Ireland and with the Republic of Ireland in the 1960s?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit.

Level 1 ([1]–[4])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[8])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([9]–[12])

Answers will be well informed and provide an accurate, well-developed explanation and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([9]) AO2

Answers may include some of the following:

Nationalists in Northern Ireland

- O'Neill visited Cardinal Conway, Archbishop of Armagh and spiritual leader of Ireland's Catholics
- O'Neill sent condolences on the death of Pope John XXIII
- O'Neill visited Catholic schools and hospitals and increased financial support to Catholic schools and hospitals
- He declared the UVF illegal after it murdered two Catholics in 1966
- O'Neill's Five Point Reform Programme of 1968 introduced reforms such as the abolition of the Londonderry Corporation and the removal of certain parts of the Special Powers Act
- The Cameron Commission was set up in January 1969 to investigate the violence following the ambush at Burntollet Bridge
- In April 1969 O'Neill promised "one man, one vote".

The Republic of Ireland

- He invited Taoiseach Séan Lemass to Stormont in January 1965. This was the first face-to-face meeting between Ireland's main leaders in 40 years
- O'Neill visited Dublin four weeks later. Discussions focused on economic cooperation between Northern Ireland and the Irish Republic
- An agreement was made as a result of this cooperation on the supply of electricity from the South
- Taoiseach Jack Lynch visited Northern Ireland in December 1967
- O'Neill cooperated with the Dublin-based Irish Trades Union Congress, whose support was important for economic development.

Any other valid point

[12]

(d) This question is about events in Northern Ireland during the 1970s.

Explain how the people of Northern Ireland responded to actions of the governments of Northern Ireland and Britain to deal with continuing violence in the period 1971 to 1974.

Use the following **three** paragraph headings to help you with your answer.

- Nationalist and unionist responses to internment, 1971
- Nationalist and unionist responses to the introduction of Direct Rule, 1972
- Nationalist and unionist responses to power sharing in 1973 and 1974.

Target AO1 and AO2: Recall of knowledge, demonstrate understanding of the past through explanation and analysis of key concepts, key features and characteristics of the periods studied.

Award **[0]** for responses not worthy of credit.

Level 1 ([1]–[6])

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([7]–[12])

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of responses to continuing violence 1971 to 1974. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([13]–[18])

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of responses to continuing violence in Northern Ireland 1971 to 1974. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([6]) AO1 ([12]) AO2

Answers may include some of the following:

Nationalist and unionist responses to internment, 1971

- Internment was resented by nationalists as a clear abuse of civil rights
- There was a huge increase in violence in response to internment. In the four months after internment, 143 people were killed through bombings and shootings. This was five times as many as in the previous eight months of 1971. Much of this violence, although not all, was from the Provisional IRA
- There was a rise in support for the Provisional IRA and recruitment grew
- The SDLP and the Republican Labour Party encouraged a rent and rates strike
- Civil rights marches started up again. Bloody Sunday was a result of an anti-internment march. It ended in violence and the death of 14 marchers
- Unionists supported internment as a necessary method of dealing with the IRA
- Loyalist violence increased in response to the growth of the IRA. The UDA was formed in September 1971.

Nationalist and unionist responses to the introduction of Direct Rule, 1972

- Unionists held a huge demonstration at Stormont during the last hours of unionist rule
- A series of strikes by unionists shut down life in Northern Ireland for two days
- A spate of sectarian murders by loyalists took place, especially in Belfast
- Support for strongly unionist parties, e.g. the DUP, increased as did support for loyalist paramilitaries, e.g. the UDA
- Many nationalists were pleased as it brought an end to unionist control
- The IRA opposed Direct Rule. They saw it as Britain seeking to claim a country to which it had no legal right
- The IRA announced its determination to continue the armed struggle, although there was a short-lived ceasefire soon after Direct Rule was introduced.

Nationalist and unionist responses to power-sharing in 1973 and 1974

- Some unionists such as Brian Faulkner and his supporters supported power-sharing and took part in the Executive. Faulkner believed power-sharing offered the chance to get rid of Direct Rule
- The SDLP took part in the Executive. Gerry Fitt spoke out against the General Election being held so soon, arguing that people did not yet understand what power-sharing was all about
- The Alliance Party took part in the Executive. They believed it was a chance for peace and progress.
- Anti-power-sharing unionists such as the UUUC contested the first Assembly elections and secured the majority of unionist votes. They disrupted the power-sharing Assembly and criticised the power-sharing Executive
- The UUUC contested the 1974 General Election and won 11 out of the 12 seats
- The Ulster Workers' Council (UWC) strike of 1974 brought most of Northern Ireland to a standstill after one week. Industries had to close down, there were regular electricity blackouts, and fuel supplies were strictly controlled. Hundreds of road blocks were erected. Eventually the UWC ordered a total shutdown when the army was ordered to take over fuel supplies
- The IRA opposed power-sharing, believing it fell short of what they wanted, a united Ireland. They continued their bombing campaign.

Any other valid point

[18]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award **[0]** for responses not worthy of credit.

Level 1 Threshold performance (1 mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

Level 2 Intermediate performance (2–3 marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance (4–5 marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[5]

Section B

Total

**AVAILABLE
MARKS**

55

55

105