



General Certificate of Secondary Education
2019

Centre Number

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Candidate Number

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History

Unit 1

Modern World Studies
in Depth and Local Study



[GHR11]

GHR11

TUESDAY 28 MAY, MORNING

TIME

1 hour 45 minutes.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page and on any additional sheets.

You must answer the questions in the spaces provided in this question paper – there may be more space than you need.

Do not write outside the boxed area on each page or on blank pages.

Complete in black ink only. **Do not write with a gel pen.**

Answer **all** questions from your chosen option in Section A and **all** questions from your chosen option in Section B.

INFORMATION FOR CANDIDATES

The total mark for this paper is 80.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

Quality of written communication will be assessed in Questions **3, 4, 5, 8, 9** and **10** in Section A and in Questions **6** and **12** of Section B.

11962



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Section A

Choose **one** option. Answer **all** questions from **your chosen option**.

OPTIONS	Pages
Option 1: Life in Nazi Germany, 1933–1945	3–8
Option 2: Life in the United States of America, 1920–1933	9–14



Section A

Option 1: Life in Nazi Germany, 1933–1945

Answer **all** questions

- 1 Below is a list of words linked to the lives of workers in Germany between 1933 and 1939:

National Labour Service (RAD)	Autarky	Beauty of Labour (SdA)	Rearmament	German Labour Front (DAF)
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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.

Improved working conditions in factories	Beauty of Labour (SdA)	
(a) Replaced trade unions and controlled workers	_____	[1]
(b) Tried to make Germany's economy self-sufficient	_____	[1]
(c) Provided employment for workers by making weapons	_____	[1]
(d) Provided public work schemes for young people	_____	[1]

[Turn over



2 Describe **two** ways in which Jews were persecuted in Nazi Germany between 1933 and 1939.

1. _____

_____ [3]

2. _____

_____ [3]



3 Below are two actions taken by Hitler and the Nazis to consolidate their power in Germany between 1933 and 1934.

Choose **one** action and explain how it helped the Nazis to consolidate their power.

The Enabling Act, 1933	The Night of the Long Knives, 1934
------------------------	------------------------------------

Area chosen _____

[6]

[Turn over





5 “Opposition and resistance in Germany to Nazi rule totally failed in the period 1939 to 1945.” Do you agree?

Explain your answer.

[16]

[Turn over



Use the lines below if required to answer Option 1 Question 5.



Option 2: Life in the United States of America, 1920–1933

Answer **all** questions

- 6 Below is a list of words linked to the experiences of Native Americans in the 1920s:

Reservation	Manifest Destiny	Bureau of Indian Affairs	Snyder Act	Allotment
-------------	---------------------	-----------------------------	------------	-----------

Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- Law giving Native Americans citizenship rights in 1924 Snyder Act
- (a) Belief that the American government had a duty to civilise Native Americans _____ [1]
- (b) Area of land controlled by Native American tribes _____ [1]
- (c) Small piece of land given to Native American families to farm _____ [1]
- (d) Organisation set up by the US government to “supervise” Native Americans _____ [1]

[Turn over



7 Describe **two** ways in which immigrants faced hostility in the USA in the 1920s.

1. _____

_____ [3]

2. _____

_____ [3]



Use the lines below if required to answer Option 2 Question 10.





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Section B

Choose **one** option. Answer **all** questions from **your chosen option**.

OPTIONS		Pages
Option 1:	Changing Relations: Northern Ireland and its Neighbours, 1920–1949	17–26
Option 2:	Changing Relations: Northern Ireland and its Neighbours, 1965–1998	27–36



Section B

Option 1: Changing Relations: Northern Ireland and its Neighbours, 1920–1949

Answer **all** questions

- 1 Study **Source A** below and answer the question which follows.

Source A: The view of an Irish republican on the Anglo-Irish Treaty, December 1921

I am against this treaty because it means we have to swear an oath of loyalty to the British king and it also means that the partition of Ireland will continue. I believe that the purpose of the Boundary Commission is to keep Ireland divided.

Using Source A and your contextual knowledge, give **one** reason that explains why some Irish republicans opposed the Anglo-Irish Treaty, December 1921.

[2]

[Turn over



2 Study **Source B** below and answer the question which follows.

Source B: An extract from the Irish Constitution, 1937

The national territory of Ireland is made up of the whole island of Ireland. The laws passed by the parliament in Dublin will only apply to the 26 counties until Ireland is reunified. The state recognises the special position of the Catholic Church and the Irish language as the national language.

Using **Source B** and your contextual knowledge, give **two** reasons that explain why some unionists in Northern Ireland opposed the Irish Constitution, 1937.

1. _____

_____ [2]

2. _____

_____ [2]





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[Turn over



5 (a) Give **one** effect of the Economic War on the economy of the Irish Free State.

[1]

(b) Name the British Prime Minister who signed the Anglo-Irish Agreements of 1938.

[1]

(c) Give **one** consequence of the introduction of the Welfare State in Northern Ireland.

[1]

(d) Describe **one** response of the Northern Ireland government to the outbreak of World War Two in 1939.

[2]



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Use the lines below if required.

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Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–1998

Answer all questions

7 Study **Source A** below and answer the question which follows.

Source A: An extract from a leaflet produced by the Social Democratic and Labour Party (SDLP), December 1985

The SDLP welcomes the Anglo-Irish Agreement of 1985. It presents a major opportunity for the nationalist people of the north. It is a chance to create equality, justice and fairness for all the people of the north of Ireland.

Using Source A and your contextual knowledge, give **one** reason that explains why some nationalists supported the Anglo-Irish Agreement of 1985.

[2]

[Turn over



8 Study **Source B** below and answer the question which follows.

Source B: An extract from a speech by the Reverend Ian Paisley in response to the Anglo-Irish Agreement of 1985

Unionists were afraid of a dirty deal done behind our backs by the British and Irish leaders. The hearts of Ulster people have now been broken with the news of the Anglo-Irish Agreement. Mrs Thatcher, the British Prime Minister, tells us that the Republic of Ireland has got a say in the running of Northern Ireland. We say never, never, never. We are prepared to lay down our lives for Ulster in response, as men have done in the past.

We pray this night that God will deal with the Prime Minister of our country. Take revenge upon this wicked, lying woman.

Using **Source B** and your contextual knowledge, give **two** reasons that explain why some unionists were opposed to the Anglo-Irish Agreement of 1985.

1. _____

_____ [2]

2. _____

_____ [2]





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11 (a) Name the town where the IRA tried to kill Prime Minister Margaret Thatcher in 1984.

_____ [1]

(b) Give **one** reason why the Northern Ireland Civil Rights Association (NICRA) emerged in Northern Ireland in the 1960s.

_____ [1]

(c) Give **one** term of the Downing Street Declaration, 1993.

_____ [1]

(d) Describe **one** response to the Good Friday Agreement, 1998.

_____ [2]



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Sources

Section B, Option 1, Source A: © Adapted from 'Phrases Make History Here: Century of Irish Political Quotations, 1886-1986', by Conor O'Clery, O'Brien Press Ltd (1986), pg 73, ISBN-0862781086

Section B, Option 1, Source B: © Adapted from 'Peace, War and Neutrality: Britain, Eire and Northern Ireland' by Norman Johnston, Colourpoint Books (1997), ISBN-10: 189839234X

Section B, Option 1, Source C: © Adapted from Independent Ireland (Helicon History of Ireland) by Ronan Fanning, Helicon: The Educational Co. of Ireland (1983), ISBN-10: 0861673018

Section B, Option 2, Section A: © Adapted from a leaflet produced by the Social Democratic and Labour Party (SDLP), December 1985

Section B, Option 2, Source B: © Adapted from 'Conflict in Ireland: From Origins to the Peace Agreement', by Tony McAleary, Collins Educational (1999), ISBN-000327057

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For Examiner's use only	
Section A	
Question Number	Marks
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Section B	
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Total Marks	
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Examiner Number

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