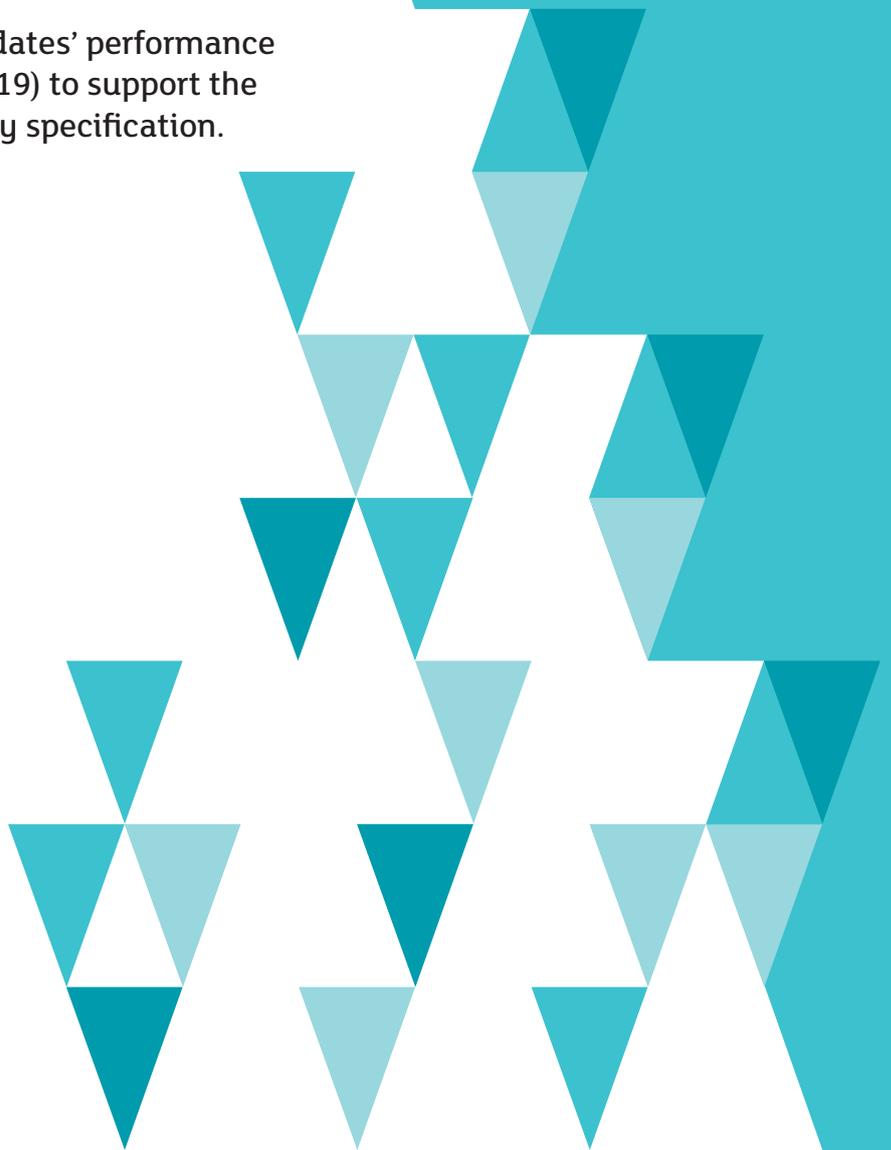


GCSE



CCEA GCSE Exemplifying Examination Performance History

This is an exemplification of candidates' performance in GCSE examinations (Summer 2019) to support the teaching and learning of the History specification.



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EXEMPLIFYING EXAMINATION PERFORMANCE

GCSE History

Introduction

These materials illustrate aspects of performance from the 2019 summer GCSE examination series of CCEA's revised GCSE Specification in 2017.

Students' grade A responses are reproduced verbatim and accompanied by commentaries written by senior examiners. The commentaries draw attention to the strengths of the students' responses and indicate, where appropriate, deficiencies and how improvements could be made.

It is intended that the materials should provide a benchmark of candidate performance and help teachers and students to raise standards.

For further details of our support package, please visit our website at www.ccea.org.uk

Best wishes



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GCSE: History

Unit 1: Modern World Studies in Depth

Grade: A Exemplar

Section A

Option 1: Life in Nazi Germany, 1933–1945

Answer **all** questions

Q1 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. [4]

Improved working conditions in factories Beauty of Labour (SdA)

Q1a Replaced trade unions and controlled workers _____ [1]

Student's response

German Labour Front (DAF)

Q1b Tried to make Germany's economy self-sufficient _____ [1]

Student's response

Autarky

Q1c Provided employment for workers by making weapons _____ [1]

Student's response

Rearmament

Q1d Provided public work schemes for young people _____ [1]

Student's response

National Labour Service (RAD)

Examiner's comments

The candidate correctly matched all words to the descriptors and was awarded 4 marks.

Q2 Describe two ways in which Jews were persecuted in Nazi Germany between 1933 and 1939.

1. [3] 2. [3]

Student's response

1. *1935 Nuremberg Laws stated all Jews lost German citizen-ship, all Jewish and Aryan relationships were banned and Jews couldn't enlist in the army. Hitler believed they were to blame for all of Germany's political problems e.g Treaty of Versailles.*
2. *1933-34, all Jewish shops and businesses were boycotted by the public which caused many to go out of business as they lost all customers. This caused many Jewish families torment as soon, their shops were getting attacked and vandalised.*

Examiner's comments

The candidate selected 'the Nuremberg Laws' and 'the One-Day Boycott'. Accurate detail was used to provide developed descriptions of the impact of each way on the lives of Jews by 1939. More precise development was needed on 'the One-Day Boycott'.

The candidate was awarded 3 marks for 'the Nuremberg Laws' and 2 marks for 'the One-Day Boycott'.

Q3 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	[6]
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Student's response

Area chosen The Night of the Long Knives 1934

Hitler and the leader of the Nazi organisation, SA called Ernst Rohm had different views on the use of German official army. Hitler needed their support but Rohm wanted to replace them with his SA. Therefore, on the 'Night of the Long Knives', Hitler ordered his elite SS to kill or imprison members of SA including Rohm for treason. Resultantly, Hitler won over the public's trust as they didn't like the SA because of how they tortured and interrogated the innocent. Also, the Nazis consolidated their power as the army were pleased the SA were gone as they were jealous of its millions. As a result, and to say thank you, army made every soldier take oath of allegiance to Hitler himself.

Examiner's comments

The candidate chose 'The Night of the Long Knives', 1934. In both options in this question many candidates focused more on describing the terms of the act and describing the event rather than show how it was used by the Nazis to consolidate their power in Germany. This response, however, maintained good focus on the consolidation of power, the key focus of the question. The candidate begins with a succinct and accurate description of the Night of the Long Knives in order to put the event in context. There is an accurate and well-developed explanation of the removal of the SA and the new relationship between the German army and the Nazis. Reference is made to the oath of loyalty taken by the army to Hitler. More reference to the dominance of the SS and the closer relationship to President Hindenburg could have been included.

The candidate was awarded Level 3: 5 marks

Q4 How did the Nazis use the Police State to strengthen their control over Germany between 1933 and 1939? [8]

Student's response

A Police State uses terror and force to enforce obedience. All civil liberties and human rights are restricted and it meant the Nazis had control over freedoms of speech, press and assembly. The Nazis used the Police State to strengthen their control over Germany in 1933 to 1939 by taking control of all local governments and police, so they would control aspects of law and order. The Nazis created their own secret police, the Gestapo which tortured and intimidated anti-Nazi opponents to strengthen control over the public's view of Hitler and the Nazis. Also, on May Day 1933, all trade unions were abolished and replaced by one Nazi trade union, the (DAF) 'German Workers Front' to strengthen their control over German workers and businesses. Furthermore, in 1934, the Nazis passed the 'Law against the formation of new parties'. By having control over law and order, the Nazis could control who entered the government.

Examiner's comments

The candidate begins by identifying how 'the Police State uses terror and force to enforce obedience'. It identifies 'control over freedom of speech, press and assembly' to illustrate this control. However, the candidate does not include detail to show how this was achieved under the Police State. The Nazi use of the police 'to control aspects of law and order' is a valid point. The candidate develops this by reference to the actions of the 'secret police, the Gestapo, which tortured and intimidated anti-Nazi opponents' to strengthen control over the public's view of Hitler and the Nazis. This point is accurate but needs to be developed by precise examples such as tapping of telephones and encouraging people to report suspicions of family and neighbours in order to illustrate the Gestapo's methods.

The last part of the answer is digressive and did not receive credit for the effects of the Enabling Act in banning trade unions and political parties. There were also significant omissions, e.g. the role of the SS, the Nazi control of the legal system and the concentration camps.

For these reasons, the candidate was awarded low Level 2: 3 marks.

Q5 “Opposition and resistance in Germany to Nazi rule totally failed in the period 1939 to 1945.” Do you agree?

Explain your answer. [16]

Student's response

I somewhat agree that opposition and resistance in Germany to Nazi rule totally failed due to the strength of the Nazis control over the public. Accordingly, Nazi organisations like the SS (schutzstaffel) were very harsh but effective in controlling opposition and resistance through terror and intimidation. Also, the Gestapo was another strong force that bugged phones and opened mail to check for anti-Nazi opposition and they had a wide range of informants called 'Gauleiters' who spied on neighbours and reported anything suspicious. However when World War 2 went bad for Germany after the army was forced to a standstill in Russia 1942, the public lost trust in Hitler and the Nazis which increased opposition and led to the creation of 'operation Valkyrie' : the assassination of Hitler. Although, it never succeeded. Furthermore, the 'Eiselweiss Pirates' was a collective name for over 2000 anti-Nazi, opposition groups across Germany which some may think was a fail as they never achieved much. In addition, there were groups called 'Swing Types' who opposed any restrictions in society so naturally went against Nazi rule by listening to Jazz, going to nightclubs and the men grew long hair. Therefore, I somewhat agree opposition and resistance against Nazis failed as despite the thousands of anti-Nazi groups, they never totally achieved anything in standing against Hitler and Nazis.

Examiner's comments

This 16 mark question requires candidates to evaluate a proposition by offering a balanced and well-informed response with a judgement reached. The focus of the question was that opposition and resistance to Nazi rule between 1939 and 1945 was a total failure.

The candidate makes a valid judgement in the introduction and 'somewhat agrees' with the proposition by reference to 'the strength of Nazi control over the public'. However, the candidate loses focus on opposition and resistance with digressive detail on the actions taken by the Nazis to keep control. There is reference to army opposition, especially as the war on two fronts was taking its toll by 1943 and reference is made to Operation Valkyrie, the failed attempt to assassinate Hitler in 1944. The nature of army opposition and details of Operation Valkyrie have not been developed.

The candidate provides some valid detail on youth resistance. Two groups, the Edelweiss Pirates and Swing Youth are identified with some detail on youth activities. The candidate acknowledges that youth resistance was 'a failure as they never achieved much'. The answer needs more detail on the main forms of youth resistance. The activities of the White Rose Movement were omitted.

The last part of the answer is a reiteration, in general terms, of the failure of anti-Nazi resistance. A judgement is included: 'I somewhat agree opposition and resistance failed, as it never totally achieved anything in standing against Hitler and the Nazis.'

Only one point of view is included, with no acknowledgement of any positive aspects of opposition. There are omissions and limited development in the analysis of the army and youth. The role of the Christian churches and the actions of the conservative elite towards the end of the war have been omitted.

The candidate acknowledges the conformity of most Germans to Hitler and the Nazis during the war and has displayed a basic understanding of the topic. However, there is limited relevant detail, significant omissions and digression.

For these reasons the candidate was awarded low Level 2: 5 marks.

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

Answer **all** questions

Q6 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
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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. [4]

Law giving Native Americans citizenship rights in 1924 Snyder Act

Q6a Belief that the American government had a duty to civilise Native Americans
_____ [1]

Student's response

Manifest destiny

Q6b Area of land controlled by Native American tribes _____ [1]

Student's response

Reservations

Q6c Small piece of land given to Native American families to farm
_____ [1]

Student's response

allotment

Q6d Organisation set up by the US government to “supervise” Native Americans
_____ [1]

Student’s response

Bureau of Indian affairs

Examiner’s comments

The candidate correctly matched all words to the descriptors and was awarded 4 marks.

Q7 Describe two ways in which immigrants faced hostility in the USA in the 1920s.
1. [3] 2. [3]

Student’s response

1. *Many Immigrants were accused of committing crimes just because they weren’t originally from USA eg. Sacco + Vanzetti were hanged for a crime they didn’t commit (even though others came forward) as their opinions were “irrelevant”.*
2. *Many Immigrants also got the worst jobs, worst pay so they had to live in the worst areas, as it was all they could afford and in their jobs they worked so hard for so little pay and were even badly treated eg an immigrant was getting lunch in a factory where he worked and his fingers were broken.*

Examiner’s comments

The candidate identifies legal and economic disadvantage as two valid ways in which immigrants faced hostility during the 1920s. The candidate shows knowledge and understanding on how each feature impacted on the experiences of immigrants.

- 1 The candidate focuses on how the legal system was used against immigrants. The Sacco and Vanzetti case is used to illustrate this but there is limited description.
- 2 The second way shows how immigrants were disliked by American workers as a source of cheap labour, especially in the unskilled sector. Immigrant workers had ‘worse jobs, worse pay and lived in the worst housing areas.’ This detailed description provides precise examples to illustrate how immigrants faced hostility in employment during the 1920s.

The candidate was awarded 5 marks.

Q8 Below are two parts of the American economy that were affected by the Great Depression.

Choose **one** part and explain how it was affected by the Great Depression, 1929 to 1933.

Industry and the lives of workers	Agriculture and the lives of farmers	[6]
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Student's response

Part chosen Agriculture and the lives of farmers

Due to over production and underconsumption prices of grain and meat fell by over 90% which caused income to become so low that 40% of farmers were mortgaged to the bank. They were in increased debt as in economic boom they had borrowed heavily from banks and now couldn't afford to pay money back which they had used for machinery which made farming easier so sharecroppers were sacked eg ¾ of a million sharecroppers (mostly blacks) lost jobs and 25% moved North. Also farmers had to allow crops and animals to die as it was cheaper for them than harvesting so a layer of dust was formed and blew all over to Oklahoma and 420,000 had to evacuate.

Examiner's comments

The candidate provides a very well-informed and balanced response, using precisely selected terms. The response is coherent and well-organised. It sets the topic in the context of 'overproduction and under consumption.' Farmers experienced falling incomes, as the price of crops and animals decreased. Farmers had borrowed heavily from banks to buy machinery in the 1920s and many were already in debt. The candidate clearly understands the consequences: 'animals left to die' and crops left in the fields 'as it was cheaper to do this than harvesting.' The experiences of sharecroppers who lost their jobs and migrated north is clearly understood. The answer ends with reference to the Dust Bowl in Oklahoma and its effects on farmers there.

This answer is well-informed with a range of valid points on the effects of the Great Depression on agriculture and the lives of farmers.

The candidate was awarded Level 3: 6 marks.

Q9 Why did the American economy experience rapid growth during the 1920s?
[8]

Student's response

The American economy experienced rapid growth for many reasons. Presidents like Hoover introduced "laissez faire" which means "let it be" the encouraged growth of economy by setting low tax. Also advertising was a new thing in 1920's which allowed many products eg bakelite plastic to get more sales as people heard the advertisements everywhere they went eg cinema, billboards.

Credit was another reason for rapid growth as for first time americans could buy something and pay back at a later stage eg Fridges and cars, so more people could afford more things. Also French and British armies bought weapons off USA in WWI and borrowed money from them making America very rich as it had to be paid back. Also Americans believed boom was going to last which creates a positive work place. Also, new mass production methods sped up creation of eg cars, made it cheaper and created jobs eg in 1921 there were 9,000 and in 1929 26,000 cars.

Examiner's comments

The candidate maintains very good focus on the reasons for growth of the American economy during the 1920s. All key causes have been addressed in a direct and succinct way. The impact of the Republican governments' policies of 'laissez-faire' and 'low tax' is clearly understood, as is the role of credit and self-confidence. The candidate identifies how World War One stimulated the American economy, while weakening the economies of its main pre-war European competitors. The contribution of mass marketing and new consumer goods have also been identified. More focus is needed on how the motorcar industry pioneered new production techniques and created ancillary industries.

Overall, this candidate has provided a well-informed analysis of a range of valid reasons for the growth of the American economy in the 1920s.

The candidate was awarded Level 3: 7 marks.

Q10 “The lives of women in the USA improved greatly in the 1920s.” Do you agree?
Explain your answer. [16]

Student’s response

I agree the lives of woman improved greatly in the 1920s for many reasons. Fr the first time woman had the right to vote in 1920s meaning they actually had a say in how their country was run, although many didn’t vote as they sometimes faced discrimination for it. Also many woman got jobs for the first time as men were at war in WWI meaning they could make more money and as they replaced men’s jobs eg in factories. By late 1920 over 10,000 woman had a new job and for the first time it wasn’t just as a “cook” or “slave” many woman got more skill required jobs eg secretaries and teachers and new measures were made to improve working conditions for women.

Also many social restrictions were lifted eg many woman wore more daring clothes with shoulders out and wearing short skirts, they drank and kissed in public and sex outside marriage became more popular and contraceptive advice was made available openly for 1st time in 1920s. Many also became happers who took part in politics, danced, wore more sexual clothes, didn’t need a chaperone for 1st time and kissed, smoked, drank and danced in public.

I also disagree that woman’s lives changed greatly as although many got new jobs they still got much less pay than men for same jobs, people like anti-first league highly condemned woman going out in short dresses ect so they got discriminated against for it and many poor woman had to work long hours as husband was away meaning they had not enough money or time to go out and be Happers.

Overall I think womans life did and didn’t improve in 1920’s usa but they did have a lot more fun as labour saving devices made housework quicker so they could socialise more.

Examiner’s comments

This well-structured response demonstrates solid knowledge and engagement with the proposition. The candidate illustrates some of the positive political and economic changes in the lives of women, though in both, more precise context would have strengthened the argument. The lifestyle changes experienced by the Flappers are well-developed. The candidate refers to a range of new lifestyle choices such as ‘wearing more daring clothes,’ smoking and drinking alcohol.

The candidate shows awareness of the counter argument but needs more precise context to illustrate the attitudes and actions of women who did not support or experience these social, political and economic changes. A succinct conclusion recognises both sides of the debate on the experiences of women in the USA in the 1920s. However, more precise contextual detail is required to develop both sides of the argument.

For these reasons, the candidate was awarded high Level 3: 11 marks.

Section B

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

Answer **all** questions

Q1 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]

Student's response

The source tells me the Anglo – Irish Treaty meant all Irish republicans had to 'swear an oath of loyalty to the British King' so they opposed the treaty as my knowledge tells me Irish republicans wanted independence from Britain with no connections and wanted a republic of Ireland.

Examiner's comments

The candidate identifies one reason from the source: 'swear an oath of loyalty to the British king' and develops this reason using accurate context. The candidate notes that Irish republicans wanted 'independence from Britain with no connection and a Republic of Ireland.'

The candidate was awarded 2 marks.

Q2 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]

Student's response

1. *Some Northern unionists opposed the 1937 constitution as the source tells me the national territory of Ireland is the 'whole island of Ireland' and my knowledge tells me unionists supported partition to prove loyalty to Britain.*
2. *The source also tells me the 1937 constitution made Irish the 'national language' which northern unionists would oppose as my knowledge tells me unionists wanted to be treated the same as the rest of Britain who spoke English instead.*

Examiner's comments

1. The candidate refers to the term of the constitution that states 'the national territory of Ireland is made up of the whole island of Ireland.' This is backed up by accurate own knowledge that unionists opposed this and supported partition in order 'to prove loyalty to Britain'.
2. The candidate refers to the term in the constitution that states 'the Irish language is the national language.' The candidate develops that by referring to unionists in Northern Ireland wanting 'to be treated the same as the rest of Britain who spoke English instead.'

The candidate identifies two valid points with supporting detail and was awarded 4 marks.

Q3 Study **Source C** below and answer the question which follows.

Source C: Extract from a private document produced by the British government in August 1945 giving information on Éire's policy of neutrality during World War Two

We have to be honest, that although Éire gave us no military help its government clearly followed a policy of benevolent neutrality. Britain has benefited from that policy. Éire agreed to let us use the Donegal air corridor and sent information on any German pilots and aircraft that crashed there. These pilots were arrested. Our own pilots who crashed were allowed to cross into Northern Ireland.

How **useful** is **Source C** for an historian studying Éire's neutrality during World War Two?

Explain your answer, **using Source C and your contextual knowledge.** [5]

Student's response

Source C is from August 1945 which is the end of the war which would be useful to an historian studying Éire's neutrality of WW2 1939 – 45. Also, the source is a 'private document' meaning it's useful as it's an official primary source. Also, it's useful to an historian studying Éire's neutrality as it's the British government's viewpoint and it shows their thoughts on neutrality. Source C is useful as it supports the idea of Éire's benevolent neutrality with examples, 'Éire agreed to let us use the Donegal air corridor'. However, Source C doesn't tell us Éire's views on their neutrality which is a limitation and would effect the usefulness of the source to an historian studying Éire's neutrality.

Examiner's comments

The candidate makes a solid attempt to assess the usefulness of Source C to an historian studying Éire's neutrality. The answer provides a range of factors that determine utility. The candidate refers to date, 'at the end of the war' and recognises that this enhances an assessment of Éire's role in the war. The nature of the source, 'a private document' is useful 'as an official primary source.' The provenance of the source could be further analysed to determine its usefulness. The candidate also recognises the value of source content and the focus on 'benevolent neutrality'. Reference is made to the source, 'Éire agreed to let us use the Donegal Air Corridor' to illustrate this.

Use of own knowledge to develop how benevolent neutrality helped the Allied war effort could be developed. The candidate refers briefly to Éire's neutrality noting that 'Source C doesn't tell us Éire's view on their neutrality which is a limitation.' A more effective approach would be to point out the source's failure to show how the pursuit of neutrality during the war caused tensions in Anglo-Irish relations.

The answer was awarded Level 3: 4 marks. It provided a sound analysis of authorship, date and some content but had limited own knowledge and awareness of the limitations of the source for an historian studying Éire's neutrality during World War Two.

Q4 Study **Source C** again and answer the question below.

How **reliable** is **Source C** for an historian studying Éire's neutrality during World War Two?

Explain your answer, **using Source C and your contextual knowledge**. [6]

Student's response

Source C is from August 1945, the end of World War two which is reliable as it's a primary source. The author, 'British government' is reliable to an historian studying Éire's neutrality during WW2 as it represents the British views at that time. The source's motives would also be reliable to an historian as it's from a 'private' document meaning it's honest with no exaggeration like it would have if it was a speech to the public. Also, such reliability is reiterated due to the grateful tone in the source as it admits Éire helped Northern Ireland and Britain despite their neutrality. Also, it's reliable to an historian studying Éire's neutrality as it contains facts and evidence for it's point. It's unreliable however as it doesn't mention how Éire sent condolences on Hitler's death in 1945 or how they refused to expel the German ambassador from the Dail.

Examiner's comments

This answer refers briefly to some valid elements of reliability including date, mode, motive and tone. The candidate evaluates authorship by noting that the source 'represents the British view at that time' and concludes that 'the views of the British government is reliable.' However, the candidate does not interrogate authorship for bias in its assessment of Éire's neutrality during World War Two. The candidate references mode, 'a private document' and the 'grateful tone', but there is no reference to source content and context to explain and illustrate these observations. Towards the end of the answer unreliable aspects are identified by reference to omissions with examples of Éire's enforcement of neutrality in 'sending condolences on Hitler's death in 1945' and its refusal 'to expel the German ambassador.'

The candidate raises some valid points in discussing the reliability of Source C but more context is needed to develop these. The candidate needs to highlight the lack of balance in the source between neutrality and benevolent neutrality in studying Éire's neutrality during World War Two.

For these reasons, the candidate was awarded Level 2: 4 marks.

Q5a Give one effect of the Economic War on the economy of the Irish Free State. [1]

Student's response

It cost the Irish Free State £48 million pounds.

Examiner's comments

The candidate correctly identifies a valid reason that the cost to the Irish Free State was £48 million.

Q5b Name the British Prime Minister who signed the Anglo-Irish Agreements of 1938. [1]

Student's response

Neville Chamberlain.

Examiner's comments

The candidate correctly identifies Neville Chamberlain.

Q5c Give **one** consequence of the introduction of the Welfare State in Northern Ireland. [1]

Student's response

Financial benefits were introduced to the public for the first time.

Examiner's comments

The candidate notes that 'financial benefits were introduced to the public for the first time'. The candidate could have expressed this more clearly and precisely by reference to unemployment and sickness benefits.

The candidate was awarded 1 mark.

Q5d Describe **one** response of the Northern Ireland government to the outbreak of World War Two in 1939. [2]

Student's response

Northern Ireland prime minister, James Craig declared Northern Ireland would play its part in the war effort as northern unionists wanted to prove their loyalty to Britain and persuade them to continue partition by helping them in war.

Examiner's comments

The candidate identifies one valid response with development and was awarded 2 marks. Craig, the Prime Minister of Northern Ireland, declared that 'Northern Ireland would play its part in the war' and this was developed by the point that 'northern unionists wanted to prove their loyalty to Britain.'

Q6 Explain **two** of the following:

- A** De Valera's actions to dismantle the Anglo-Irish Treaty by 1936
- B** The role played by Northern Ireland's industry and agriculture during World War Two
- C** Effects of the Declaration of the Republic of Ireland, 1949, on relationships between Britain, Northern Ireland and the Republic of Ireland

Explanation One: (A, B or C) [9]

Explanation Two: (A, B or C) [9]

Student's response

Explanation One: (A)

The Anglo-Irish Treaty of 1921 was bitterly opposed by De Valera as he believed IFS didn't have enough power. Therefore, in 1932, De Valera began dismantling the treaty by removing the right of Irish Free State citizens to appeal judgements of Irish courts to the British Privy council and Britain couldn't do anything about it. Next, in 1933, De Valera introduced the 'Removal of Oath Act' which removed the Irish Free States' oath of allegiance to the British monarch; further dismantling the treaty. Also in 1933, Britain recalled their Governor General, James MacNeil who was acting on behalf of the British Monarch in IFS and Fianna Fail, the Irish government at the time, appointed their own politician. Then, in 1936, De Valera dismantled the Anglo – Irish Treaty further by using the Abdication crisis to change the constitution of Ireland to remove all mention of the British monarch and also used the 'External Relations Act' to remove all British control in Irish Free State.

Examiner Comments

The candidate has provided an accurate and well-developed explanation that uses valid detail to address the question. The main actions taken by de Valera have been explained with relevant information. Four main actions have been outlined by the candidate. The answer begins by setting de Valera's actions in context by explaining how he 'bitterly opposed [the Anglo-Irish Treaty] believing that the IFS (Irish Free State) didn't have enough power.' The right of Irish citizens to use the Privy Court 'was removed' and 'Britain couldn't do anything about it.' Reference could be made to the Statute of Westminster, the legal basis that enabled de Valera to act. The candidate also deals with the removal of the oath of allegiance, the External Relations Act and the dilution of the role of the Governor General, the king's official representative in the Irish Free State.

The answer demonstrates good knowledge and understanding and uses accurate information to develop de Valera's actions.

The candidate was awarded Level 3: 8 marks.

Explanation Two: (B)

At the start of World war 2, 1939, Northern Ireland was complacent and their war contribution was sharply criticised by Britain. However, in 1943, output increased in both industry and agriculture. Harland and Wolf shipyard for example was a very important contributor to the war effort in World War 2 producing 140 warships, 123 merchant ships, repairing 3000 vessels and more. Also, Short and Harland airplane factory also was key producing Sunderland flying boats and Bristol Bombay. Engineering plants produced shells and a third of the rope used by British Forces. Linen companies made shirts and parachutes too. Agriculture also had an important role in Northern Ireland for the War with arable farming increasing 60%, N.I. producing 20% of Britain's egg requirements, and sending 100,000 litres of milk to Scotland daily. This was all thanks to the Minister of Agriculture, Basil Brooke who began, the 'Dig for Victory' campaign and increased amount of fertilisers and tractors produced from Northern Ireland. Therefore, Northern Ireland had a huge and important role in World War Two with industry and agriculture.

Examiner's comments

The candidate has provided a balanced and accurate explanation of the role played by industry and agriculture in Northern Ireland's contribution to the war effort. The context of Northern Ireland's industry's slow response to the war effort and the driving force of Basil Brook in agriculture is noted. The answer includes accurate data on the role played by Harland and Wolff in ship building. There is also detail on the contribution of the aircraft and engineering factories in the war effort. The candidate has deployed accurate detail on agriculture by reference to milk and egg exports and the increase in tillage.

The candidate has written a lucid and informed response with accurate context to illustrate the contribution of both sectors.

The candidate was awarded Level 3: 8 marks.

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

Answer **all** questions

Q7 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]

Student's response

Some Nationalists supported the Anglo-Irish Agreement because "it presents a major opportunity for nationalist people or North". In 1985 many Nationalist people in SDLP were loosing seats due to Sinn Féins armalite and ballot box strategy the anglo Irish agreement was attempting to end nationalist hostility to UK government and end troubles which would end violence towards nationalists giving them opportunities.

Examiner's comments

The candidate selects a valid extract from Source A: 'a major opportunity for the nationalist people of the north.' The candidate incorporates own knowledge on the beneficial effect of the Anglo-Irish Agreement for the SDLP.

The candidate was awarded 2 marks.

Q8 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]

Student's response

1. *Source B says "a deal done dirty behind our backs". Unionists believed the Anglo-Irish agreement had been kept a secret from them which wasn't fair as SDLP had been kept up to date with it by Irish government.*
2. *Source B also says "the Republic of Ireland has got a say in the running of Northern Ireland". Many unionists hate this as they believed they were going to end up as a united Ireland which they didn't want, they wanted to stay as part of the UK.*

Examiner's comments

The candidate uses the source to illustrate two valid reasons for unionist opposition to the Anglo-Irish Agreement. This is followed by valid context to develop each reason.

- 1 The unionist dislike of a 'deal done behind our backs' is developed by the candidate who states that unionist politicians had been excluded from the Agreement which 'had been kept a secret from them which wasn't fair.'
- 2 A second cause of unionist opposition was the fear that the Agreement would give the Republic of Ireland 'a say in the running of Northern Ireland.' The candidate uses own knowledge to explain that unionists 'wanted to stay as part of the UK' and hated the Agreement because 'they believed they were going to end up as a united Ireland.'

The candidate identifies two valid points with context and was awarded 4 marks.

Q9 Study **Source C** below and answer the question which follows.

Source C: A public statement made by Jack Lynch, Taoiseach of the Republic of Ireland, 28 April 1969, following the resignation of Prime Minister Terence O'Neill.

Captain Terence O'Neill was, I believe, sincere in his efforts to improve conditions in the north of Ireland. He tried to promote understanding among all sections of the community. He worked to encourage co-operation and good relations between North and South and worked to improve the economy of the north.

My hope is that O'Neill's reforms will allow unionists and nationalists in the north to have civil rights and freedom from discrimination.

How useful is **Source C** for an historian studying reactions to Prime Minister Terence O'Neill's policies and actions in the 1960s?

Explain your answer, **using Source C and your contextual knowledge**. [5]

Student's response

Source C is very useful for a historian study reactions to O'Neills policies and actions in 1980's as it was spoken in 28th April 1989 which makes it very useful as this is the time O'Neill resigned and it is very useful as it shows Taoiseach's true reaction at the time of event. It's also very useful as it was a public statement so it was unlikely to have been edited so it shows true reactions. It's also very useful as it was spoken by Taoiseach at this time who would have been very educated on what was going on he also would have been an important reaction, although this may not make it useful as it only shows his view and no unionist views or views of NI people so to make it more useful you would have to add the views of other people eg UUP leaders or SDLP leaders. It is also useful as it it says "he worked to encourage co-operation and good relations between North South" which is true as he eg met with Sean Lemass making it useful as he was Taoiseach before Lynch. It's also useful as it says "O'Neill worked to improve economy" this is useful as O'Neill spend £900 million on economy and built new Uni and M2.

Examiner's comments

This is an excellent answer which presents a focused analysis of the usefulness of Source C. The key determinants of utility: content with contextual development, authorship, date and limitations have been addressed in a convincing way.

The candidate recognises the importance of date and provenance of the source: a 'public statement' on the day of O'Neill's resignation as a strength because 'it was unlikely to have been edited, so it shows true reactions.' The candidate recognises the value of authorship and deploys context on O'Neill's meetings with Lynch and Lemass to illustrate his policy of improving relations between Northern Ireland and the Republic of Ireland. The candidate uses own knowledge on O'Neill's actions to improve the economy, 'spending £900 million on the economy and built a new university and M1 (motorway).' The candidate is also aware of limitations of the source, especially the omission of the views of Northern Ireland unionists and nationalists, many of whom were critical of O'Neill at the time.

Overall, this very lucid response displays impressive technique in analysing the key determinants of Source C's utility for an historian. Content and context have been addressed, with clear awareness of the source's strengths and limitations.

For these reasons the candidate was awarded top Level 3: 5 marks.

Q10 Study **Source C** again and answer the question below.

How **reliable is Source C** for an historian studying reactions to Prime Minister Terence O'Neill's policies and actions in the 1960s?

Explain your answer, **using Source C and your contextual knowledge**. [6]

Student's response

I think source C is very reliable as it was spoken by Jack Lynch who was important part of O'Neils time as pm as O'Neill discussed things with him and met him in 1967. It's also very reliable as public statements allow person to state their true view on situations which makes them reliable but it may be unreliable as he could have been advised what to say. It is very reliable as it is a primary source which was made on 28th April 1969 which was very close to the time O'Neill resigned (same day) so it would show Lynch's instant reaction but this may make it not reliable as he might have rushed his response. The source is unreliable as it only allows the reaction of Taoiseach to be studied which makes it not reliable as not everyone shared the view that "he worked to improve the economy of the North" this may not be reliable as eg NICRA and people in PD like Bernadette Devlin believed he only helped unionists economy and many believe he wasted money as although 35,000 jobs were created 15,000 were lost in traditional factories eg linen. So to make it more reliable the views of eg Bernadette Devlin or Ian Paisley need to be considered. I also think it's reliable as it says "worked to improve economy" O'Neill did this as he set up 5 economic zones and spent £900 million on economy.

Examiner's comments

The candidate's analysis of Source C displays awareness of the requirements of source reliability. In this response, the candidate needs to challenge the reliability of the source's views on O'Neill and his policies more directly.

The candidate evaluates mode, 'a primary source' and 'a public statement' as enhancing reliability. Date and authorship are briefly evaluated as positive aspects of reliability from someone who knew O'Neill well, was well-informed and immediate as it was written on the day of O'Neill's resignation.

The candidate questions Lynch's reliability as author, though the motive of the statement is not addressed. The candidate is aware that this is one perspective on O'Neill and states that 'not everyone shared this view'. Lynch's positive viewpoint of O'Neill's economic policies are challenged by reference to own knowledge on job losses due to the decline of Northern Ireland's traditional industries, shipbuilding and linen.

The source comments that O'Neill was 'sincere in his efforts,' 'tried to promote understanding' and 'worked to encourage good relations.' However, the candidate could question bias in authorship, and how this positive tone impacts on the source's reliability

The response deals with a range of elements of reliability, including source content, some own knowledge, date and authorship. However, more critical evaluation of motive and limitations is needed, especially unionist mistrust of O'Neill which was a key factor in his decision to resign in April 1969. This would create a more balanced appraisal of the reliability of Source C.

For these reasons, the candidate was awarded low Level 3: 5 marks.

Q11a Name the town where the IRA tried to kill Prime Minister Margaret Thatcher in 1984. [1]

Student's response

London

Examiner's comments

The candidate incorrectly identified London and was awarded 0.

Q11b Give **one** reason why the Northern Ireland Civil Rights Association (NICRA) emerged in Northern Ireland in the 1960s. [1]

Student's response

They wanted employment equality for catholics as they believed catholic wwere highly discriminated against especially in allocation of jobs.

Examiner's comments

The candidate refers to the nationalist grievance over employment, with context that 'Catholics were highly discriminated against especially in the allocation of jobs.'

The candidate was awarded 1 mark.

Q11c Give **one** term of the Downing Street Declaration, 1993. [1]

Student's response

London government accepted that NI would stay as part of UK or become united with Ireland depending on majority's consent"

Examiner's comments

The candidate identifies the 'London government' accepting that the future status of Northern Ireland would 'depend on majority consent.'

The candidate was awarded 1 mark.

Q11d Describe **one** response to the Good Friday Agreement, 1998. [2]

Student's response

Alliance party reacted positively to it as they believed it would allow peace and allow a proper government to take power in NI, and believed it could end the troubles.

Examiner's comments

The candidate refers to the Alliance Party 'reacting positively' to the Good Friday Agreement. The candidate develops this by reference to the Alliance Party's belief that the Good Friday Agreement 'would allow peace and allow a proper government to take power in Northern Ireland.'

The candidate was awarded 2 marks.

Q12 Explain **two** of the following:

- A** The re-emergence of paramilitary organisations by 1972
- B** The different responses to the introduction of a power-sharing Executive in Northern Ireland, 1973–1974
- C** The reasons for the hunger strikes, 1980–1981

Explanation One: (A, B or C) [9]

Explanation Two: (A, B or C) [9]

Student's response

Explanation One (C)

There were many reasons for the hunger strikes of 1980-81. Margaret Thatcher was against all PIRA violence and came up with two new policies "ulsterisation" which increased the size of UDR and RUC and decreased size of army also "criminalisation which ended special category status for IRA prisoners who were arrested after march 1976. The IRA prisoners were furious as special category status meant they could associate freely with prisoners, abstain from prison work and wear own clothes and more. They belived they all deserved this as they thought of themselves as "freedom fighters" – but regardless they were sent to maize prison in Belfast. Firstly they had a blanket protest, they refused to wear prison clothes and they also had a dirty protest where they smeared excrement on walls.

When this didn't activate anything as Thatchers government didn't give in they attacked guards and eventually had a hunger strike which lasted 51 days but was ended as they believed agreement was made (it wasn't). Then a second hunger strike began on 1st march 1981 when IRA commanding officer refused food.

Examiner Comments

This answer provides accurate detail on the removal of Special Category Status and the anger of republican prisoners as important background reasons for the hunger strikes. The candidate also outlines how the failure of the Blanket and Dirty Protests, 'this didn't achieve anything as Thatcher's government didn't give in.' This led to the decision to undertake a hunger strike as a form of protest. Whilst this response shows a very clear understanding of the longer-term reasons, more precise context on the two hunger strikes of 1980 and 1981 is required. There is very limited reference to the first hunger strike and changes in the format of the second hunger strike in 1981.

The candidate provides a clear focus on the longer-term reasons but more explanation of PIRA motives over the 1980 and 1981 hunger strikes is required.

The candidate was awarded low Level 3: 7 marks.

Explanation Two (A)

Many Paramilitary's groups emerged up to 1972. The UVF had re-emerged as they hated O'Neills appeasement of Catholics and believed many Protestants were just as bad off eg in allocation of council homes. During the violence in 1972 many people condemned the fact the IRA had failed to protect Nationalist community so they got nicknamed "I ran away" as a result of this a new group emerged called "Provisional IRA" who used much more violence and began to train immediately, Taoiseach Charles Haughey was even accused of giving them money (£30,000) to help. When in July 4 protestants were killed in Short Strand 3000 soldiers were sent in to falls road to search and there was 35 hours curfew + houses were destroyed this made PIRA more determined to remove British presense in NI and they started major bombing campaign and by May 1972 they had been 136 bombs, they also attached catholics if they thought they were disloyal eg tarring and feathering girls wo went out with soldiers (British). The UVF as a result used more violent tactics in response to PIRA violence as they wanted to protect unionists and make sure it stayed in UK. Also in 1972 again as a result of violence by PIRA, UDA was wet up an also used military tactics to defend unionists, within UDA the UFF existed who carried out attacks etc and was outlawed not long after being set up.

Examiner's comments

The candidate addresses the emergence of republican and loyalist paramilitaries by 1972. The answer displays balance and some own knowledge. The candidate refers to UVF opposition to 'O'Neill's appeasement of Catholics' and the emergence of the UDA in 1972 'to defend unionists.' More precise context could be deployed. The IRA's failure to protect nationalist areas in Belfast and the Falls Road Curfew have been cited as valid reasons for the emergence of the Provisional IRA. The candidate identifies the important republican aim 'to remove the British presence.' More focus on the role of the British Army is needed and internment and Bloody Sunday are omitted.

Overall, the candidate makes valid points on the re-emergence of loyalist and republican paramilitaries but there are omissions and some inaccuracy, especially on chronology.

For these reasons, the candidate was awarded low Level 3: 7 marks.

GCSE: History

Unit 2: Outline Study

Grade: A Exemplar

Section A

Answer **all** questions

The questions which follow are about the different interpretations of the reasons for the development of tension between the USSR and the USA between 1945 and 1948.

Q1 Study **Source A** below and answer the question which follows:

Source A: Winston Churchill, wartime leader of Britain, speaking in the USA in 1946

From Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has fallen across Europe. Behind that curtain are all the capitals of the states of central and eastern Europe. All those famous cities and the people in them are in the Soviet sphere of influence. They have been brought under a very high degree of control from Moscow. However, I do not believe that the USSR wants war. What the USSR wants is to increase its power and spread communist control.

What does **Source A** tell us about Churchill's view of the actions of the USSR in central and eastern Europe at the end of World War Two? [4]

Student's response

Source A tells us that Churchill believes a vast range of countries were turning communist quickly, "Stettin in the Baltic to Trieste in the Adriatic, an iron curtain has fallen across Europe." Source A also tells us that the USSR tightly controlled Europe, "under a very high degree of control from Moscow." Also, Churchill did not think the USSR wanted their actions to provoke war, "I do not believe that the USSR wants war." Source A tells us that Churchill may have slightly worried about the USSR's actions in spreading communism, USSR wants to increase its power and spread communist control.

Examiner's comments

The candidate has produced a succinct and clear response to this question; clearly identifying detail from the content of Source A to show Churchill's views of the actions of the USSR in central and eastern Europe at the end of World War Two. The candidate identifies valid detail from the source; stating that the USSR tightly controlled Europe and supports this with valid, brief quotation from the source.

This was a well written Level 3 answer which was awarded 4 marks.

Q2a Study **Source B** and **Source C** below and answer the questions which follow:

Source B: The view of a Russian politician, interviewed in 2010. He served in the Soviet Foreign Ministry after World War Two. He is describing Stalin's view of the Marshall Plan

The Marshall Plan was taken very seriously in the USSR but there were different views about it. Some believed that we should consider it because the USSR needed help. But Stalin did not like it. He believed it was a trick by Truman. Stalin felt that the USA did not want to help the USSR. What the USA really wanted was to take over European countries.

Source C: The view of US President Clinton, speaking on the 50th anniversary of the Marshall Plan, 1997

After World War Two the American people wanted to return to normal life. However, General Marshall and President Truman wanted to work for Europe's recovery as they had fought for its survival. Their vision included all the nations of Europe and they won the support of the American people. The Marshall Plan was never a handout; it was always a helping hand. It said to Europe, "If you will put all your divisions behind you, if you will work together to help yourselves, then America will work with you."

Source B and **Source C** give different views about the reasons for the decision of the USA to offer Marshall Aid to Europe in 1948.

Explain **two** ways in which these views differ.

1. [2]
2. [2]

Student's response

1. *Source B says that Stalin thought the USA was more focussed on what it could gain from the Marshall Plan than actually wanting to help the USSR. Source C differs as it said the Marshall plan was aimed at helping the USSR & "all the nations of Europe.*
2. *Source B says that USA wanted to "take over European Countries" and that the Marshall Plan could help them do this by controlling other countries economies. Source C differs as it says that the USA wanted Europe to recover & survive, not that the USA had any interest in taking it over.*

Examiner's comments

There is evidence here of very good examination technique in how the candidate approaches this particular response. The candidate very clearly identifies content from Source B and then uses the content of source C to explain a valid difference. The answer is very clear, well laid out and the candidate repeats this process in the second point made, taking short quotation from the sources to illustrate how both Sources B and C differ.

The candidate was awarded 4 marks.

Q2b Explain **one** reason why the views in **Source B** and **Source C** are different.
[2]

Student's response

Source B is the View of a Russian politician While Source C is the view of US President Bill Clinton. America & Russia / USSR were engaged in the cold war at the time the Marshall Plan was released, so both have different views of it.

Examiner's comments

In this response the candidate accurately identifies that the focus here is on the authorship of the sources. The candidate begins with including a brief comment on the two different authors and then supports this with a linking reason explaining why there were different views.

The candidate was awarded 2 marks.

Q3 Study **Source D** below and answer the question which follows:

Source D: The view of a modern historian, writing in 1980 about the actions of the USSR in eastern Europe after 1945

There is another way of looking at Stalin's actions after World War Two. Those actions can be seen not as the start of a communist takeover, but as part of a policy to keep the USSR safe. If the USSR was surrounded by friendly countries, any invasion by the West, like that of Hitler in 1941, would be less likely to succeed. Whatever Stalin's motives, within two years, he had established a bloc of countries in eastern Europe controlled by Moscow.

How convincing is the view in **Source D** about the reasons for Stalin's actions in eastern Europe after 1945?

Explain your answer using **Source D** and **your contextual knowledge**. [8]

Student's response

I am convinced by the view in some ways as Stalin was very determined in keeping the USSR safe as it had been invaded twice since 1914 by Germany and during WW2 20 million soviets had been killed & a lot of land had been destroyed. I'm also convinced that Stalin's actions were about security as he expressed this concern at the Yalta conference in 1945, Where it was agreed he could have influence over eastern Europe. Stalin wanted also to protect himself from Western invasion as they had not intervened / helped the USSR when it was invaded by Germany. I am not convinced by the view as the USSR did infact want to Spread communism to ensure the survival of the communism, Stalin supported communist revolutions in other countries. I am not totally convinced by the 'terminology 'friendly' as while some countries wanted to be communist & supported Stalin, he fixed elections in other countries such as Poland to elect communist governments & establish 'puppet governments' in other countries. I am convinced by the view in Source D as the historian weighs up Stalin's motive & also considers other motives at the end suggesting he isn't biased.

Examiner's comments

In this response the candidate looks at the view presented in the source and includes discussion on being convinced by the view in Source D. The candidate clearly identifies valid detail from the source citing detail on Stalin protecting himself from western invasion and Stalin's actions regarding security.

The source is used clearly to support the candidate's view that the source is convincing and contextual knowledge including loss of life for the USSR during World War Two is identified.

The candidate then includes a clear section where they identify aspects of the source that they are not convinced by. The source is used to explain the reasons why the candidate does not believe the view in the source; discussing the terminology 'friendly' and the discussion of the source is supported by references to 'puppet governments' and fixing 'elections' in other countries from their contextual knowledge.

Finally, the candidate reaches a judgement based on assessing both the convincing and non-convincing aspects of the source.

This answer was a clear level 3 response and was awarded 8 marks.

Q4 Study Sources B, C and D again and answer the question below:

How far do you agree with the view in **Source D** that Stalin's actions in eastern Europe after 1945 were "part of a policy to keep the USSR safe"?

In your answer you **must** use **Sources B, C and D** and **use information of your own.** [16]

Student's response

I agree that Stalin actions in Eastern Europe were 'part of a policy to keep the USSR safe.' However there may have been other motives such as increasing his sphere of influence. Source D is the Source in which the View is stated. It tells us that after WW2 Stalin took over countries to ensure safety. It also tells us the USSR would be protected if it was "Surrounded by friendly States." Also, that whatever was Stalin's motives he was successful, "established a bloc of countries." Source D is the view of a Russian Historian, as a Russian he may be sympathetic towards Stalin's policies, however as a historian he should have looked in depth at the other motives & come to a conclusion It was also written in 1980 long after Stalin's death. I know that Stalin indeed was concerned with safety and established a buffer Zone & that his worry about security was a reality as Germany had invaded USSR twice since 1914. Source B partially agrees with the View in Source D. Source B tells us that, Some in the USSR believed in the need for the Marshall Plan, however "Stalin did not like it" and believed it was a trap by the West. Also that the USA wanted to "take over European countries." Source B is the view of an Russian politician which may influence his view as a Russian he may have a negative view of America & as a politician he may have liked Stalin & agreed with his policies. I know that Stalin did not like the Marshall Plan & saw it as "dollar diplomacy" also, that, he thought the USA was trying to control countries by controlling their economies, therefore he wanted to keep the USSR Safe. However it could be argued he didn't actually care about the bad economies of eastern European countries he just wanted control Which he got by setting up Cominform in 1947 & Comecon in 1949. Source C disagrees With the view in Source D. It tells us that the USA genuinely wanted to help the eastern Europe/ USSR , "Work for Europe's recovery as they had fought for its survival. "Also that the Marshall Plan was for was for every country & that it was supported by Americans. The USA didn't want the Plan to be a handout, just a "helping hand." Source C is the view of President Clinton, he would be biased against the USSR as America was involved in a long Cold War with the USSR and as a President he would be very patriotic of his country. I know that the USA wanted to help economies of Eastern Europe recover so they could be a barrier against the USSR, this may suggest that Stalin should have been worried about security. However the USA did want to help countries in USSR & some like Czechoslovakia had been keen to take part. The USA felt Stalin was just worried about the USA'S power & influence.

In my view I agree that Stalin's actions in Eastern Europe after 1945 were "part of a policy to keep the USSR Safe." However it could be argued it was only one reason to explain his actions in Eastern Europe.

Examiner's comments

In this response the candidate starts with a clear judgement and agrees with the interpretation in the question. The candidate begins with a discussion of Source D. There is clear reference to the content of the source and the source is used to support discussion. The candidate then looks at the author of the source; in this case a Russian historian and explains why the historian would have held their particular viewpoint. The candidate continues by using some of their own knowledge 'buffer zone', 'Germany had invaded USSR twice since 1914' to support the discussion of Source D.

In the next section the candidate moves on to discuss Source B and applies the same structure which they applied to Source D. The candidate identifies that Source B 'partially agrees with the view in Source D'. Content is then used to support this judgement and the candidate uses the content twice to illustrate their point. The author of Source B is explored and there is clear discussion on the reasons why the author of Source B held the views that they had. The candidate concludes their discussion of Source B by using their own knowledge to discuss Stalin's view of Marshall Aid as 'dollar diplomacy' and makes reference to the establishment of Comecon.

Source C is the last source which the candidate discusses in this response. The candidate identifies that the view in Source C 'disagrees' with the interpretation. This is supported with evidence from the source material and the candidate cites two relevant quotations from Source C including 'helping hand' to support their discussion. The authorship of Source C is discussed next by the candidate and a reason is identified to explain why President Clinton held the views that he did. As in the discussion of Sources D and B, the candidate concludes their discussion of the source by using their own knowledge of the topic to support their discussion.

The candidate concludes with a substantiated judgement based on their own knowledge and understanding. This response was indicative of a top level 4 and was awarded 16 marks due to the clear understanding of the different viewpoints in sources B, C and D and the candidate's ability to offer valid explanations for these.

Section B

Answer question **5** and **either** question **6(a)** or question **6(b)**

Q5 Describe **two** reasons for the US invasion of Afghanistan in 2001.

1. [2] 2. [2]

Student's response

1. *US invaded Afghanistan as Part of their "War on Terror," as they wanted to find terrorists Such as Osama Bin Laden and destroy their organisations & Safe places.*
2. *US wanted to invade Afghanistan to set up democratic government and change from a Weak State to one that would able to resist terrorist invasion or influence.*

Examiner's comments

In this response the candidate was able to identify two valid reasons with detailed description. The candidate applies the same structure to both points made. A reason is identified; 'war on terror' and this is then developed by including specifics on 'Osama Bin Laden' and 'safe places'.

For this response the candidate was awarded 4 marks.

Answer **either** question **6(a)** or question **6(b)**

Either

Q6a Why and how did the USA respond to the spread of communism in South East Asia by 1965?

Use the following guidelines in your answer. You **must** also use information of your own.

- Reasons for US involvement in Korea and Vietnam
- US actions in Korea, 1950–1953
- US actions in Vietnam, 1954–1965 [2]

Student's response

USA used many methods to respond to the spread of communism in 1965 as it had spread out of Europe and into South East Asia. They responded because they had to maintain their policy of containment and they knew if communism spread to India, most of the world would be under Communist control, as China had already fallen to communist rule.

The USA became involved in Korea because it belonged to Japan during WWII and when they surrendered, the USA and the USSR decided to take control of the South and North respectively. Korea was partitioned at the 38th parallel and became two separate countries – North and South Korea. USA became involved because North Korea was communist and they needed to prevent communism from spreading to South Korea because this would leave lots of the world under communism. There were fears that North Korea would reunite with the Republic and it would all become communist.

USA also got involved in Vietnam as part of their policy of containment – to stop the spread of communism.

France wanted to regain control of Vietnam from Japan after the war, but were very weak. The USA decided to step in and help fight Vietnamese Nationalists (Viet Minh) to prevent the 'domino theory' – countries falling to communist control in quick succession. India becoming Communist was their biggest fear.

USA got involved in Korea when the North declined to invade the South. Truman ordered General Douglas MacArthur as commander of the UN forces to bring US troops into Pusan to help fight North Korea. Truman also responded to the spread of communism as he was suspicious that Stalin was behind this attack. MacArthur and his troops were confined to the Pusan Perimeter by North Koreans but he soon began to push them back up North and over the 38th parallel. This was to keep up with the policy of containment and prevent spread of communism.

Their successes then spurred MacArthur on to carry out the policy of roll back as he pushed his troops over the peninsula and into the North – he should not have done this as he almost caused World War 3. The UN troops and MacArthur went right up to the Yalu River bordering China. They were met by the Chinese Army who then pushed them back down into the South. Both sides were now at stalemate and neither side made any advances, but many were killed in the USA’s attempt to respond to the spread of communism.

They also became involved in Vietnam as they tried to fight the vietcong. USA used terrible methods like bombing missions or search and destroy missions where they killed many people because they assumed all Vietnamese people were enemies. This caused many deaths, especially in the My Lai massacre. The war in Vietnam was a media war and so the US public were outraged at their actions in Vietnam. Vietcong had much more effective tactics like their guerrilla tactics as they could hide from US troops in the jungle. The USA could not win as the vietcong were too powerful, even though the US didn’t take them seriously. USA’s morale was destroyed and eventually troops were removed from vietnam because the vietcong proved that American were not undefeatable and their will to continue fighting was destroyed.

So in conclusion, the USA tried to respond to the spread of communism into South East Asia by force in Vietnam and Korea, and many people were killed in both wars. The reason why the US responded was due to the policy of containment and the Truman doctrine – they had to prevent communism from spreading as they believed it was not a good form of government; it was a dictatorship and so it had to be stopped before it spread to big countries like India, as China and the USSR were already communist. The USA could not face the majority of the world falling to communist rule.

Examiner’s comments

This candidate produced a well-developed response to this question; addressing all of the guidelines and maintaining a solid focus on the question throughout.

A clear introduction is used to set the scene in this response where the candidate addresses the question and outlines why the USA became involved in South East Asia. In the first paragraph the candidate clearly identifies detail on why the USA became involved in Korea; including how Korea was divided and why the USA became involved in Vietnam. The candidate makes reference to containment and the domino theory.

The candidate continues in their next paragraph with reference to US actions in Korea. This section was well-developed by the candidate identifying how the USA became involved through the use of the United Nations. The candidate develops detail on how the policy of containment was exceeded and ‘rollback’ adopted. The section is concluded with references to the Yalu River and the concerns of China.

There is brief cognisance of the stalemate and results of the Korean War, and this could have been further explored by the candidate.

The candidate begins the section of US actions in Vietnam by detailing some of the US actions such as 'bombing' and 'search and destroy missions'. The candidate digresses outside the time frame of the question with discussion of 'My Lai' and references to the media war and this was not credited. There is also some discussion on the Vietcong which needed a closer focus on US actions in Vietnam to make it more relevant.

The candidate concludes by making further references to guideline one; identifying detail on containment and the Truman Doctrine.

This response was awarded a low level 4 of 18 marks. There was good focus on guidelines one and two, and whilst there was some focus on guideline three, there could have been a clearer focus on US actions in Vietnam in the years 1954 to 1965.

Q6b How did relations between the USA and the USSR change between 1980 and 1991?

Use the following guidelines in your answer. You **must** also use information of your own.

- Policies and actions of President Reagan
- Policies and actions of President Gorbachev
- Collapse of communism and the end of the Cold War [22]

Student's response

Relations between the USA and the USSR changed completely between 1980 & 1991. Under the leadership of Reagan president of the USA and Gorbachev leader of the USSR, the changes of that led to the collapse of communism / USSR came about.

Changes in leadership in the 1980s meant a change in relations. Reagan the new American President was passionately anti-Soviet. He called the USSR an 'evil empire' and initially denounced it. Also in 1983 he supported the development of the 'Strategic Defence Initiative' or 'Star Wars programme.' This was a laser Shield that would protect the US from Soviet missiles. When new leader Gorbachev came to power Reagan began a policy of bullying & negotiation. He negotiated the 1987 Intermediate Nuclear forces Treaty; a reduction in Arms on both sides. He called on Gorbachev to 'tear down this wall' referring to Berlin Wall. Relations between the superpowers were improving during the 1980s.

When new leader Gorbachev came to power his policies toward Eastern Europe were relaxed. His two policies 'Glasnost' meaning openness and 'Perestrokia' meaning economic reform had a big impact on Soviet Control in Eastern Europe. Gorbachev was the first Soviet Leader not to have been associated with the Stalinist era. He decided that Eastern Europe was no longer needed as a buffer zone and there would be no attempt to hold back countries who wished to leave. However he did express some concern when the Baltic States, Such as Latvia and Lithuiana wanted to leave. He cut down on the size of the Red Army & withdrew them from Eastern Europe. In 1983 he announced the end of the Brezhnev Doctrine. He also decided to withdraw Soviet troops from Afghanistan, the war was a drain on the USSR's economy. He cut spending on nuclear defence, because of this he realised a better relationship with the West was needed. He signed nuclear reduction treaties with President Reagan & Bush. By the end of the 1980's the USA & USSR agreed the Cold War was over.

Many people in Eastern Europe had been watching Gorbachev's reforms With great interest. Eastern Europe was in a dire situation politically & economically. So

because of Gorbachev's reforms most countries sought their freedom. By 1989 most countries in Eastern Europe had a non-communist government. Poland was the first country in Eastern Europe to have a non-communist government in August 1989. On the 9th November 1989 the East German government eased restrictions on those travelling to West Germany. This is also the date when the Berlin Wall collapsed, demonstrators forced their way through the Wall using pickaxes & hammers. The East Berliners Where greeted with cheers by the West Berliners. While countries were beginning to remove communism, Some like Bulgaria & Romania Stayed loyal to the USSR. However in 1990, the Romania leader Ceausescu was executed & in Bulgaria the communist government was forced to resign. In July 1991 the Warsaw Pact was dissolved removing one the key symbols of East & West divisions. On December 25th 1991 the last President of Russia was forced to resign.

Between 1980 & 1991 relations between the USA & USSR were dramatically changed with the fall of the Berlin Wall & the collapse of the USSR.

Examiner's comments

This was an excellent and well-developed response by this candidate. All three guidelines were addressed and there was a clear focus on the question set throughout.

The candidate begins with a concise introduction which focuses on changing relations between the USA and USSR in the period 1980-91.

Guideline one is dealt with in the first paragraph by looking at the presidency of Reagan, identifying how this change in leadership changed relations; citing Reagan's view of the USSR as an 'evil empire'. The candidate concisely identifies detail on Strategic Defence Initiative, the Intermediate Range Nuclear Force treaty and the how relations began to improve later in the 1980s.

The policies and actions of Gorbachev are clearly addressed in paragraph two; identifying detail on 'glasnost' and 'perestroika', cutting the size of the Red Army, the end of the Brezhnev Doctrine and withdrawing soviet troops from Afghanistan. The candidate concludes this section with commentary on actions between the USA and USSR which were aimed at improving relations.

The candidate displays an impressive array of knowledge and understanding on the collapse of communism and the end of the Cold War. This is their focus in the final paragraph. The candidate clearly identifies detail on the collapse of communism in Poland, East Germany and the fall of the Berlin Wall, Bulgaria and Romania.

This is supported with discussion on the end of the Cold War by including reference to the dissolution of the Warsaw Pact and the resignation of Gorbachev.

The candidate concludes their response by addressing the question. There is clear evidence of use of all of the guidelines and a clear and full explanation of how relations between the USA and USSR changed between 1980 and 1991. This response was awarded a high level 4 and awarded 22 marks.



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