

GCSE



CCEA GCSE Specimen Assessment Materials for History

For first teaching from September 2017
For first assessment from Summer 2018
For first award in Summer 2019
Subject Code: 4010



Foreword

CCEA has developed new specifications which comply with criteria for GCSE qualifications. The specimen assessment materials accompanying new specifications are provided to give centres guidance on the structure and character of the planned assessments in advance of the first assessment. It is intended that the specimen assessment materials contained in this booklet will help teachers and students to understand, as fully as possible, the markers' expectations of candidates' responses to the types of tasks and questions set at GCSE level. These specimen assessment materials should be used in conjunction with CCEA's GCSE History specification.

GCSE History

Specimen Assessment Materials

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SPECIMEN PAPERS

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Rewarding Learning

General Certificate of Secondary Education
2018

Centre Number

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Candidate Number

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History

Unit 1:
Modern World Studies in Depth
and Local Study

[CODE]

SPECIMEN PAPER

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. Write your answers in the spaces provided in this question paper - there may be more space than you need.

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**.

Quality of written communication will be assessed in questions **3, 4** and **5** in Section A and in question **6** of Section B.

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

For Examiner's use only	
Section A	
Question Number	Marks
1	
2	
3	
4	
5	
Section B	
1	
2	
3	
4	
5	
6	
Total Marks	

Section A

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

OPTIONS	Pages
Option 1: Life in Nazi Germany, 1933-1945	5–8
Option 2: Life in the United States of America, 1920-1933	9–12

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

Examiner Only	
Marks	Re-mark

Answer **all** questions

1 Below is a list of words linked with the Wall Street Crash in October 1929:

Black Tuesday	J P Morgan	Black Thursday	Herbert Hoover	On the margin
---------------	------------	----------------	----------------	---------------

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

- (a) System of paying only 10% of the price of a share and borrowing the rest On the margin
- (b) Banker who tried to restore confidence _____ [1]
- (c) President at the time of the Wall Street Crash _____ [1]
- (d) Day when most shares were sold before the crash on Wall Street _____ [1]
- (e) Day of the Wall Street Crash _____ [1]

2 Describe **two** ways in which the law on Prohibition was broken in the USA in the 1920s.

1 _____

 _____ [3]

2 _____

 _____ [3]

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Section B

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

- | | |
|---|-------|
| Option 1: Changing Relations: Northern Ireland and its Neighbours, 1920-1949 | 15–21 |
| Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965-1998 | 22–28 |

2 _____

_____ [2]

Examiner Only	
Marks	Re-mark

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

Examiner Only	
Marks	Re-mark

Answer **all** questions

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

Source A: A Protestant housewife speaking in 1969 about the campaign for civil rights

The civil rights campaign was all the Catholics this and the Catholics that, with them living in poverty and us lording it over them. We looked around and said, 'What are they talking about? What about us? With the damp running down our walls, our houses are not fit to live in'.

©"History for CCEA GCSE" by Finbar Madden, Hodder Education, 2009.

Using Source A and your contextual knowledge, give **one** reason that explains how some Protestants viewed the campaign for civil rights in Northern Ireland.

[2]

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

Source B: A list of demands from a civil rights group in Northern Ireland, published in 1969

We demand justice for the poor of all religions in the north of Ireland.

We accuse Unionists of discrimination, by preventing Catholics from getting jobs.

We accuse Unionists of discrimination, by preventing Catholics from getting council houses.

We accuse Unionists of discrimination against Catholics, by trying to prevent them voting in areas where there is a Catholic majority.

We accuse Unionists of putting new businesses in Protestant areas to prevent Catholics from getting jobs.

We demand an end to this discrimination.

*Source: From 'Fermanagh Facts', Conflict Archive on the Internet
<http://cain.ulst.ac.uk/events/crights/pdfs/fcra80.pdf>*

Using Source B and your contextual knowledge, give **two** reasons that explain why some Catholics believed they needed to campaign for civil rights in Northern Ireland.

1 _____

_____ [2]

2 _____

_____ [2]

Examiner Only	
Marks	Re-mark

5 (a) Name the leader of the Social and Democratic Labour Party (SDLP) in Northern Ireland in the 1980s.

_____ [1]

(b) Give **one** reason for the arrival of the British army onto the streets of Northern Ireland in 1969.

_____ [1]

(c) Give **one** consequence of the introduction of internment in Northern Ireland in 1971.

_____ [1]

(d) Describe **one** reason why there was unionist opposition to the Anglo-Irish Agreement of 1985.

_____ [2]

Examiner Only	
Marks	Re-mark

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General Certificate of Secondary Education
2019

Centre Number

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Candidate Number

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History

Unit 2: Outline Study

[CODE]

SPECIMEN PAPER

TIME

1 hour 15 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. Write your answers in the spaces provided in this question paper - there may be more space than you need.

Answer **all** questions in Section A and **two** questions in Section B.

INFORMATION FOR CANDIDATES

The total mark for this paper is **60**.

Quality of written communication will be assessed in question **6(a)** or **6(b)** in Section B.

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

For Examiner's use only	
Question Number	Marks
1	
2	
3	
4	
5	
6	
Total Marks	

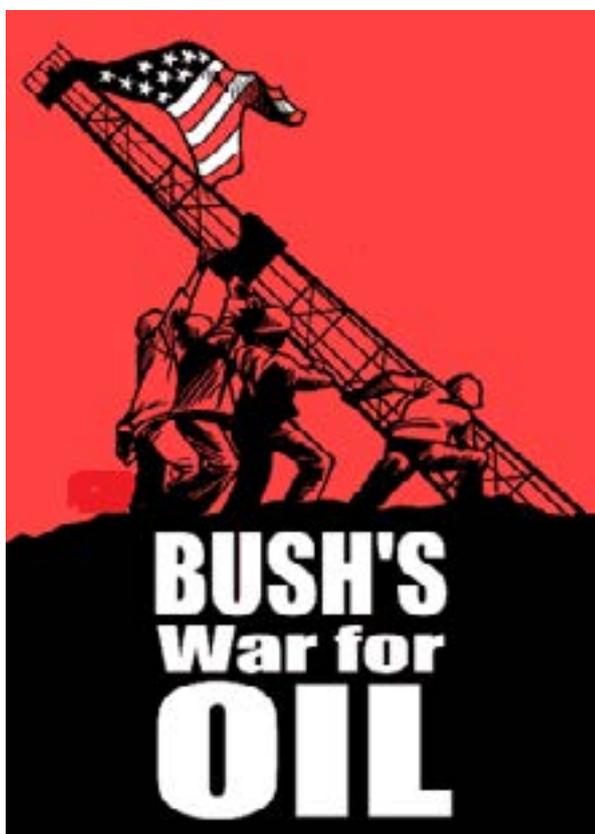
2 Study **Source B** and **Source C** below and answer the questions which follow:

Source B: The view of an American politician speaking in 2015 about the US invasion of Iraq in 2003

I accept that the Bush Administration made terrible mistakes during the Iraq War, though I still defend the decision to invade Iraq. Many intelligence experts believed that the Iraqis had chemical weapons in their possession and that they would use them against us and their own people.

Adapted from © 2016 NBCnews.com

Source C: The view of a cartoonist who was against the US invasion of Iraq in 2003



© Carlos Latuff

(a) **Source B** and **Source C** give different views about the reasons for the US invasion of Iraq in 2003.

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

1 _____

_____ [2]

Examiner Only	
Marks	Re-mark

THIS IS THE END OF THE QUESTION PAPER

**MARK SCHEMES
DIVIDER FRONT**

**MARK SCHEMES
DIVIDER BACK**



General Certificate of Secondary Education

History

GENERAL MARKING INSTRUCTIONS

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 examiners 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:

- AO1** demonstrate knowledge and understanding of the key features and characteristics of the period studied;
- AO2** explain and analyse historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference;
- AO3** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied; and
- AO4** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

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 responses, 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 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

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 (QWC) is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These 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.

Instructions for examiners:

For questions which are assessed using three levels of response the following QWC descriptors are to be used:

Level 1

Writing communicates ideas using a limited range of historical terminology and shows 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

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

Level 3

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

For questions which are assessed using four levels of response the following QWC descriptors are to be used:

Level 1

Writing communicates ideas using a limited range of historical terminology and shows basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4

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



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**General Certificate of Secondary Education
2018**

History

Unit 1:
Modern World Studies in Depth
and Local Study

**[CODE]
SPECIMEN**

MARK SCHEME

Section A

AVAILABLE
MARKS

Option 1: Life in Nazi Germany, 1933–1945

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

- 1 **Target AO1:** demonstrate knowledge of the key features and the characteristics of the period studied.

Below is a list of people linked with the Nazi Dictatorship:

Reinhard Heydrich	Dr Robert Ley	Martin Niemöller	Paul von Hindenburg	Josef Goebbels
-------------------	---------------	------------------	---------------------	----------------

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

- (a) German President before Hitler
Paul von Hindenburg
- (b) Nazi Minister for Propaganda
Josef Goebbels [1]
- (c) Leader of the German Labour Front
Dr Robert Ley [1]
- (d) Leader of the Gestapo
Reinhard Heydrich [1]
- (e) Protestant minister who opposed the Nazis
Martin Niemöller [1]

4

One mark for each correct answer.

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

- 2 Describe **two** ways in which the lives of women changed in Nazi Germany between 1933 and 1939.

Target AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

No rewardable material **[0]**

Able to identify **one** way with no description **[1]**

For example, women were encouraged to have as many children as possible.

Able to identify **one** way with limited description **[2]**

For example, awards such as the Motherhood Cross were offered to encourage women to have large families.

Able to identify **one** way with detailed description **[3]**
 For example, awards such as the Mother's Cross were offered to encourage women to give birth to as many children as possible. There were different levels of the Mother's Cross, depending on how many children the woman had. The Nazis also tried to encourage woman to have more children by offering lower taxes and increased state benefits to mothers.

Apply criteria to each way

Any other valid point [6]
 (2 × [3])

6

3 Below are two methods used by the Nazis to persecute Jewish people between 1939 and 1945.

Choose **one** method and explain how it affected the lives of Jewish people.

Einsatzgruppen	Ghettos
----------------	---------

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: consequence.

No rewardable material **[0]**

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 shows 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 provide a more detailed description and offer some explanation and analysis of the effects of the method chosen. Candidates give an account of the method but how it affected Jewish people is not developed.

Writing communicates ideas using historical terms accurately and shows 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 be well informed and provide an accurate, well-developed explanation and analysis of how the method chosen affected Jewish people. Candidates demonstrate an understanding of the effects of the method.

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

Answers may include some of the following:

Einsatzgruppen

- During the Nazi invasions of Poland and the USSR, the *Einsatzgruppen* burnt towns and villages and executed thousands of people, most of them Jewish
- The targets were adult males but by August 1941 this was widened to include the entire Jewish population
- Jews were often identified by informers. They were then taken to execution sites where trenches had already been prepared

Ghettos

- Polish Jews were put into ghettos in towns in Eastern Poland. Overcrowding was common and there was a lack of sanitation, which led to diseases like typhus spreading rapidly
- The Jews in the ghettos were starved deliberately. Tens of thousands died from hunger and starvation
- As a result armed Jewish resistance developed in almost all of the large ghettos

Any other valid point [6] 6

4 How did rationing affect the German people between 1939 and 1945?

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: consequence.

No rewardable material [0]

Level 1 ([1]–[2])

Answers will be vague and generalised with little or no explanation of how rationing affected the German people.

Writing communicates ideas using a limited range of historical terminology and shows 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]–[5])

Answers will be more detailed with some analysis of how rationing affected the German people. There may be omissions and a lack of focus on explanation.

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

Level 3 ([6]–[8])

Answers will be well informed and provide an accurate and well developed explanation and analysis of how rationing affected the German people.

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

Answers may include some of the following:

- Food rationing was introduced in 1939 for meat, bread, fats, sugar and ersatz coffee. Clothes rationing was also introduced in 1939. Items such as soap and toilet paper were no longer available and hot water was permitted on only two days a week.
- Extra rations were given to workers in heavy industries such as mining, to pregnant women and others such as blood donors.
- The black market flourished with food, luxury clothing and items such as perfume being easily obtainable.
- The shortage of goods meant that many shop windows displayed goods for 'decoration only' and the shortage of milk meant that dairies displayed rows of milk bottles full of white salt to make it look like they contained milk.
- Clothes rationing was suspended in 1943 and the production of civilian clothing suspended. Exchange centres were set up so that people could swap clothes and furniture.
- In the final twelve months of the war, ration cards were no longer being honoured and there were real shortages of food and clothing.

Any other valid point

[8]

8

- 5 'Nazi attempts to improve the lives of workers and the unemployed were unsuccessful'. Do you agree?

Explain your answer.

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: continuity and change.

No rewardable material [0]

Level 1 ([1]–[4])

Answers will simply describe the proposition in a generalised way using basic factual knowledge. Answers will provide basic points in support of the statement or that of an alternative viewpoint. There may be an attempt to reach a judgement but it will be unsupported.

Writing communicates ideas using a limited range of historical terminology and shows basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[8])

Answers will state a preference for the proposition or another judgement but with only limited development of an alternative viewpoint. Alternatively, answers may offer basic arguments for a range of views linked to the proposition, demonstrating a basic understanding. There will be lapses in knowledge.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([9]–[12])

Answers will provide a more balanced response, offering a detailed case for the proposition and an alternative viewpoint, though there may be lapses in knowledge. Answers will contain a supported judgement.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4 ([13]–[16])

Answers will provide a full assessment of the proposition to offer a balanced and well informed response. Answers will reach a judgement in relation to the merits of the proposition, supported by sustained reasoning and historical evidence.

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

Answers may include some of the following:

- The RAD was established and was compulsory for all men aged 18–25. They had to carry out work for the government, such as road building and tree planting, for a very small amount of money. This took them off the unemployment register and provided cheap labour for state building programmes.

- Incentives were offered to workers through the Strength Through Joy (KDF) programme, e.g. cheap holidays, cheap cinema/theatre tickets. Workers were also offered the chance to purchase a Volkswagen Beetle. They paid 5 marks a week until 750 marks were paid. However, not one worker received a car.
- Married women were forced from the workplace, while many Jews were removed from their jobs. They were not registered as unemployed.
- Conscription was introduced which created many new jobs. This had taken over 1 million men off the unemployment register by 1939. Increased state spending on rearmament created jobs for thousands in weapon making.
- Trade unions were abolished and replaced with the DAF. All workers had to join the DAF. They could not strike for better pay and conditions, and sometimes were prevented from moving to better paid jobs. Workers had to work longer hours and were not allowed to leave their jobs without permission to ensure that as many as possible remained in employment.
- Beauty of Labour was introduced to improve workplaces with things like better lighting and washing facilities.

Candidates can agree or disagree with the proposition. However, for a top Level 4 mark to be awarded, a fully supported judgement must be made on whether Nazi attempts to improve the lives of the workers and the unemployed were unsuccessful.

Any other valid point

[16]

16

AVAILABLE
MARKS

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

AVAILABLE
MARKS

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

- 1 Target AO1:** demonstrate knowledge of the key features and characteristics of the period studied.

Below is a list of words linked with the Wall Street Crash in October 1929:

Black Tuesday	J P Morgan	Black Thursday	Herbert Hoover	On the margin
---------------	------------	----------------	----------------	---------------

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

- (a) System of paying only 10% of the price of a share and borrowing the rest
On the margin
- (b) Banker who tried to restore confidence
J P Morgan [1]
- (c) President at the time of the Wall Street Crash
Herbert Hoover [1]
- (d) Day when most shares were sold before the crash on Wall Street
Black Thursday [1]
- (e) Day of the Wall Street Crash
Black Tuesday [1]

4

One mark for each correct answer

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

- 2** Describe **two** ways in which the law on Prohibition was broken in the USA in the 1920s.

Target AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

No rewardable material **[0]**

Able to identify **one** way with no description **[1]**
For example, speakeasies were set up

Able to identify **one** way with limited description **[2]**

For example, illegal drinking dens called speakeasies were set up and increased the availability of alcohol more during Prohibition than it had been before

Able to identify **one** way with detailed description **[3]**

For example, not long after the Volstead Act was put in place, Americans started hustling alcohol into illegal and hidden saloons called speakeasies. Gangsters such as Al Capone battled for control of these illegal drinking dens and made millions of dollars from illegal alcohol sales during prohibition

Apply criteria to each way

Any other valid point [6]

6

- 3** Below are two methods that helped to create the boom in the American economy in the 1920s.

Choose **one** method and explain how it helped the American economy to grow in the 1920s.

Mass Production	Mass Marketing and Credit
-----------------	---------------------------

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: consequence.

No rewardable material **[0]**

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 shows 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 provide a more detailed description and offer some explanation and analysis of the effects of the method chosen. Candidates give an account of the method but how it allowed the American economy to grow is not developed.

Writing communicates ideas using historical terms accurately and shows 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 be well informed and provide an accurate, well-developed explanation and analysis of how the method chosen helped the American economy to grow. Candidates demonstrate an understanding of the effects of the method.

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

Answers may include some of the following:

Mass Production

- The motor car industry pioneered mass production techniques based on electrical power. The use of the conveyor belt speeded up production. As a result, Ford reduced the cost of a car to \$295 and sales increased massively
- The mass production techniques in the car industry led to the growth of the glass, rubber, steel and oil industries. The development of the road network provided employment in construction and encouraged the development of suburbs in American cities
- Mass production techniques resulted in household and other consumer goods being produced more cheaply than before and on a larger scale. Many more ordinary people in the USA could now afford them. The fall in the price of goods led to an increase in demand which in turn created more jobs

Mass Marketing and Credit

- New mass marketing techniques were used in the 1920s to market mass produced goods
- Advertising became extremely important. Companies spent huge amounts on it and the expansion of mail-order companies gave consumers in rural areas access to the wide range of goods on offer, stimulating sales even further
- People were encouraged to use credit and buy goods on hire purchase schemes, paying by weekly instalments. This increased the number of people purchasing cars, refrigerators and other consumer goods

Any other valid point

[6]

6

4 Why did immigrants face hostility in the USA in the 1920s?

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: causation.

No rewardable material [0]

Level 1 ([1]–[2])

Answers will be vague and generalised with little or no explanation of why immigrants faced hostility in the USA.

Writing communicates ideas using a limited range of historical terminology and shows 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]–[5])

Answers will be more detailed with some analysis of why immigrants faced hostility in the USA. There may be omissions and a lack of focus on explanation.

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

Level 3 ([6]–[8])

Answers will be well informed and provide an accurate and well developed explanation and analysis of why immigrants faced hostility in the USA.

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

Answers may include some of the following:

- As most new immigrants were Catholic and Jewish and could not speak English, they seemed to threaten the values and the way of life of the White Anglo-Saxon Protestants (WASPs), the dominant group in the USA
- The WASPs blamed immigrants for the increasing violence and social problems in the cities
- Immigrants were disliked because they were linked to strikes and communism. Thus the Red Scare and the Palmer Raids led to many arrests and deportations of immigrants
- Many Americans feared that immigrants posed an economic threat. They threatened the security of Americans' jobs by undercutting wages

Any other valid point

[8]

8

- 5 'The Great Depression had more impact on the lives of farmers than on the lives of workers in the period 1929-1933'. Do you agree?

Explain your answer.

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: consequence, change and continuity.

No rewardable material [0]

Level 1 ([1]–[4])

Answers will simply describe the proposition in a generalised way using basic factual knowledge. Answers will provide basic points in support of the proposition or that of an alternative viewpoint. There may be an attempt to reach a judgement but it will be unsupported.

Writing communicates ideas using a limited range of historical terminology and shows basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[8])

Answers will state a preference for the proposition or another judgement but with only limited development of an alternative viewpoint. Alternatively, answers may offer basic arguments for a range of views linked to the proposition, demonstrating a basic understanding. There will be lapses in knowledge.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([9]–[12])

Answers will provide a more balanced response, offering a detailed case for the proposition and an alternative viewpoint, though there may be lapses in knowledge. Answers will contain a supported judgement.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4 ([13]–[16])

Answers will provide a full assessment of the proposition to offer a balanced and well informed response. Answers will reach a judgement in relation to the merits of the proposition, supported by sustained reasoning and historical evidence.

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

Answers may include some of the following:

- Over-production and under-consumption meant that farmers had missed out on the economic boom of the 1920s. The Hawley-Smoot Act of 1930 led to a further fall in grain and meat prices
- Many farmers had borrowed heavily from banks in order to purchase new machinery in the 1920s. By 1932, over 40% of all farms were mortgaged to banks due to debt and the number of evictions increased. Many farm labourers lost their jobs
- Farmers were forced to destroy crops because it was too expensive to harvest them and in the Midwest the position of farmers worsened because of the Dust Bowl. Drought and over-cropped soil led to dust storms ruining millions of acres of previously fertile land
- By 1932, 109 000 factories had closed and industrial production had fallen by 50%. 25% of the workforce, 14 million people, were unemployed by 1933
- There was no unemployment benefit and the unemployed endured significant hardship during the Great Depression. People had to queue in breadlines in towns and cities for free bread and soup from private charities
- Over 250 000 Americans were unable to pay their mortgages by 1932. Thousands of unemployed who could not pay their rent or mortgage were evicted. They moved to shanty towns consisting of cardboard and tin huts sarcastically called 'Hoovervilles', situated at the edge of most cities
- Those in employment worried about the security of their jobs. Even at the height of the Depression, 75% of Americans remained in employment but employers cut wage rates and workers also had to work longer hours

Candidates can agree or disagree with the proposition. However, for a top Level 4 mark to be awarded, a fully supported judgement must be made on whether the Great Depression had more impact on the lives of farmers than on the lives of workers.

Any other valid point

[16]

16

Section B

AVAILABLE
MARKS

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

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

1 Study Source A

Using Source A and your contextual knowledge, give **one** reason that explains why unionists supported the new parliament in Northern Ireland.

Target AO3: Comprehension from sources.

No rewardable material **[0]**

Limited accurate reference to Source A with no development **[1]**

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

Apply criteria for any **one** reason

Answers may include some of the following:

- Source A states ‘we feel safe having a parliament of our own’ as unionists would be in a majority in the new parliament
- Source A states that ‘we will fear no one’ as in the new parliament unionists would now be in charge of their own affairs

Any other valid point

[2]

2

2 Study Source B

Using Source B and your contextual knowledge, give **two** reasons that explain why nationalists did not support the new parliament in Northern Ireland.

Target AO3: Comprehension from sources.

No rewardable material **[0]**

Limited accurate reference to Source B with no development **[1]**

Accurate reference to Source B with development **[2]**

Apply criteria for any **two** reasons

Answers may include some of the following:

- Source B states ‘this new northern parliament is a danger to our freedoms’ as many feared they would face discrimination under a parliament controlled by unionists
- Source B states ‘It will stand in the way of us ever finding a permanent solution to the Irish problem’. Many nationalists hoped that partition would be temporary
- Source B states ‘We want Ireland to be one country – not divided in two’. Nationalists did not want to see partition continue and wanted one parliament based in Dublin

Any other valid point

[4]

4

3 Study Source C

How **useful** is **Source C** for an historian studying what relations were like between Northern Ireland and the Irish Free State in 1924?

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

Target AO3: analysis and evaluation of source utility to make substantiated judgements.

No rewardable material **[0]**

Level 1 ([1])

Answers at this level will offer a vague general account of the content of Source C and/or simply extract information from the source but no judgement on the utility of Source C is given.

Level 2 ([2]–[3])

Answers at this level will discuss the utility of Source C in explaining what relations were like between Northern Ireland and the Irish Free State in 1924. Candidates may point out that Source C is a primary source and discuss the value of this. They may begin to make observations on authorship, the fact that this source is the view from a political magazine, and purpose, the reasons why this source was produced, and how this affects utility. Some contextual knowledge about the Boundary Commission is used to support comments on the utility of Source C.

Level 3 ([4]–[5])

Answers at this level will analyse fully the utility of Source C. Candidates will use the content of the source and their own contextual knowledge of the Boundary Commission. They will make a reasoned judgement as to the utility of Source C in explaining what relations were like between Northern Ireland and the Irish Free State in 1924.

Answers may include some of the following:

- The source is useful because it is a view published at the time in a magazine and gives a British view

- The source is useful because it tells us about the two leaders at the time and shows their different views
- The source is useful as it shows the view of the Irish Free State and the view of Northern Ireland, which are completely opposite. This is useful in showing what relations were like between Northern Ireland and the Irish Free State in 1924
- The source is useful in showing why it would be difficult to get compromise at the Boundary Commission and may explain why the border with Northern Ireland did not change
- However, the source only covers the perspective of the British and this may reduce the usefulness of the source

Any other valid point

[5]

5

4 Study Source C

How **reliable** is **Source C** for an historian studying what relations were like between Northern Ireland and the Irish Free State in 1924?

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

Target AO3: analysis and evaluation of source reliability to make substantiated judgements.

No rewardable material [0]

Level 1 ([1])

Answers at this level will offer a vague general account of the content of Source C and/or simply extract information from the source but no judgement on the reliability of Source C is given.

Level 2 ([2]–[4])

Answers will discuss the reliability of Source C. Answers may comment on the fact that this is a cartoon and this can affect the reliability. Candidates may show some awareness of bias and comment on how this could affect its reliability. Some contextual knowledge of the Boundary Commission is used to support comments on the reliability of Source C.

Level 3 ([5]–[6])

Answers at this level will analyse fully the reliability of Source C. Candidates will use the content of the source and their contextual knowledge to make a reasoned judgement as to the reliability of Source C in explaining what relations were like between Northern Ireland and the Irish Free State in 1924.

Answers may include some of the following:

- Date of the source: a primary source produced at the time, which gives a perspective from the time and could reflect the British view that relations were tense
- Author of the source: the author is unknown but the cartoonist may exaggerate tensions between the two leaders

- Nature of the source: since it is a cartoon it is likely to be biased; shows the stubborn nature of Northern Ireland's leader and the determination of the leader of the Irish Free State
- Motive: this may be used to show that it would be difficult to get the two sides to agree and Britain had found this to be the case for many years
- Candidates may judge that this source is not very reliable

Any other valid point [6]

6

5 (a) Give **one** term of the 1937 Constitution.

Target AO1: demonstrate knowledge of the key features and characteristics of the period studied.

Any **one** term:

- The name of the state became Éire
- The leader of the government was to be the Taoiseach
- A new, largely ceremonial Head of State would be elected every three years – the President
- Special recognition was given to the Catholic Church

Any other valid point [1]

(b) Give **one** term of the Anglo-Irish Agreements, 1938.

Target AO1: demonstrate knowledge of the key features and characteristics of the period studied.

Any **one** term:

- Both Britain and Éire would remove all duties or special taxes placed on each other's goods during the previous five years
- The Agreements also settled the land annuities question by a one-off payment to Britain of £10 million
- It also included the return to Ireland of the Treaty Ports which had been retained by Britain under a provision of the 1921 Treaty

Any other valid point [1]

(c) Give **one** reason for the introduction of the Ireland Act of 1949.

Target AO1: demonstrate knowledge of the key features and characteristics of the period studied.

Any **one** reason:

- Unionists demanded a guarantee of Northern Ireland's security within the UK
- Britain wanted to recognise that Éire was now a Republic
- British Prime Minister Clement Attlee wanted to give unionists a guarantee of security

Any other valid point [1]

(d) Describe **one** reason why there was opposition in Northern Ireland to the introduction of the Welfare State.

Target AO1: demonstrate knowledge of the key features and characteristics of the period studied.

No rewardable material [0]

Able to identify **one** reason with limited description [1]

For example, the Welfare State would cost too much and Northern Ireland could not afford to pay for it after the war

Able to identify **one** reason with detailed description [2]

For example, the Welfare State would cost too much and Northern Ireland could not afford to pay for it after the war. Many people in Northern Ireland felt that it was the responsibility of the British government to pay the costs of the Welfare State

Any other valid point [2]

5

6 Explain **two** of the following:

- A The impact of the Economic War on the economy of Éire
- B The different attitudes to conscription in Northern Ireland
- C The reasons for de Valera's policy of neutrality

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: significance/consequence/difference/causation.

Mark each part of the answer separately (2 × [9])

Level 1 ([1]–[3])

Answers will be vague and generalised showing limited knowledge and understanding of the event/issue chosen.

Writing communicates ideas using a limited range of historical terminology and shows 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 include relevant information demonstrating some knowledge and understanding of the period. An explanation is given showing an attempt to analyse the importance of the event/issue chosen.

Writing communicates ideas using historical terms accurately and shows 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 provide more detailed, relevant information demonstrating good knowledge and understanding of the period. A developed explanation is given demonstrating analysis of the importance of the event/issue chosen.

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

Answers may include some of the following:

The impact of the Economic War on the economy of Éire

- Most of Éire's trade was with the British market. The Economic War led to a steep decrease in trade between Éire and Britain. 90% of Éire exports went to Britain - this had a significant impact on Éire's economy as £48 million in trade was lost
- There was a shortage of coal and steel as raw material imports from Britain were very expensive
- Irish farmers suffered most with a 35% reduction in cattle exports from 1929 levels, resulting in massive overproduction of beef. Since demand fell, cattle prices in Éire fell and many farmers went bankrupt
- Irish farmers were losing millions of pounds as they could find no other market for their goods
- The government of Éire offered grants to encourage farmers to increase production of new crops such as sugar beet and wheat. This initiative had limited success as only the biggest farmers were able to make the switch
- Living standards fell even though taxes were raised to compensate farmers

Any other valid point

The different attitudes to conscription in Northern Ireland

- Unionists supported conscription from the time of its introduction in Britain in April 1939. Unionists said that since Northern Ireland was part of the UK, then conscription should be similarly introduced
- Nationalists opposed conscription, believing that participation in the war effort should be voluntary. Most nationalists resented being forced to fight in a British war effort
- When Craigavon visited Chamberlain in London to urge the introduction of conscription, he was informed that it would not be extended to Northern Ireland because of “special difficulties”
- Conscription became an issue in the aftermath of the Belfast Blitz. British Labour Minister, Ernest Bevin, raised the issue
- De Valera condemned the proposal, thousands of nationalists in Northern Ireland, supported by local Catholic bishops and nationalist politicians, marched in protest
- The RUC Inspector-General informed the government of his fear that introducing conscription could lead to serious public disorder

Any other valid point

The reasons for de Valera’s policy of neutrality

- De Valera had always made it clear that if war broke out Éire would remain neutral
- For de Valera neutrality was an experiment in operating an independent foreign policy
- Éire believed that Germany posed no threat to the island of Ireland
- Financially Éire could not afford to spend large amounts of money on rearmament. Éire was not equipped to fight a war, economically or militarily
- It was felt that Britain would protect Éire if Germany did attack, after all Éire was still a part of the Commonwealth
- The government felt that its duty was to unite the people against outside forces and protect them from the hardships of war

Any other valid point

[18]

18

AVAILABLE
MARKS

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

AVAILABLE
MARKS

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

1 Study Source A

Using Source A and your contextual knowledge, give **one** reason that explains how some Protestants viewed the campaign for civil rights in Northern Ireland.

Target AO3: Comprehension from sources.

No rewardable material **[0]**

Limited accurate reference to Source A with no development **[1]**

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

Apply criteria to any **one** reason

Answers may include some of the following:

- Source A states ‘the civil rights campaign was all the Catholics this and the Catholics that’. Some Protestants felt that the civil rights campaign was only looking out for the needs of Catholics
- Source A states ‘What about us? With the damp running down our walls’. Some Protestants were also living in poor conditions but the civil rights campaign was not interested in equality for everyone - just Catholics

Any other valid point [2]

2

2 Study Source B

Using Source B and your contextual knowledge, give **two** reasons that explain why some Catholics believed that they needed to campaign for civil rights in Northern Ireland.

Target AO3: Comprehension from sources.

No rewardable material **[0]**

Limited accurate reference to Source B with no development **[1]**

Accurate reference to Source B with development **[2]**

Apply criteria for any **two** reasons

Answers may include some of the following:

- Source B states that some people believed the unionist government was preventing Catholics from voting in areas with a Catholic majority meaning Catholics had no political voice
- Source B states that some people believed that the unionist government was discriminating against Catholics by preventing them getting jobs. This meant that Catholics had a higher rate of unemployment and lower living standards
- Source B states that some people believed unionists were discriminating against Catholics by preventing them from getting council houses which meant Catholics could not vote in local elections

Any other valid point

[4]

4

- 3** How **useful** is **Source C** for an historian studying the reactions of the government in Northern Ireland to the civil rights campaign in the 1960s?

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

Target AO3: analysis and evaluation of source utility to make substantiated judgements.

No rewardable material **[0]**

Level 1 ([1])

Answers at this level will offer a vague general account of the content of Source C and/or simply extract information from the source but no judgement on the utility of Source C is given.

Level 2 ([2]–[3])

Answers at this level will discuss the utility of Source C in explaining the various reactions of the government in Northern Ireland to the civil rights campaign in the 1960s. Candidates may point out that Source C is a primary source and discuss the value of this. They may begin to make observations on authorship, the fact that this source is a statement by the Prime Minister, the reasons why this source was produced, and how this affects utility. Some contextual knowledge is used to support comments on the utility of Source C.

Level 3 ([4]–[5])

Answers at this level will analyse fully the utility of Source C. Candidates will use the content of the source and their own contextual knowledge to make a reasoned judgement as to the utility of Source C in explaining the various reactions of the government in Northern Ireland to the civil rights campaign in the 1960s.

Answers may include some of the following:

- The source is useful in discussing the reactions of the government in Northern Ireland to the civil rights campaign in the 1960s because it is a primary source by the Prime Minister, O'Neill. It gives his view of the dangers of the tensions at the time
- The source is useful because it allows the historian to see what O'Neill's opinions were and gives a sense of his frustration with the marches on both sides
- The source is useful as it is printed in a regional newspaper and would reach out to the public giving the Prime Minister's plea that it was a time to reflect and stop the violence
- However, the source fails to tell us what led to this statement or how the government reacted to the marches, e.g. the Cameron Commission. The source shows only one opinion at the time; it does not show the nationalist or unionist point of view, which reduces its usefulness

Any other valid point

[5]

5

- 4 How **reliable** is **Source C** for an historian studying the reactions of the government in Northern Ireland to the civil rights campaign in the 1960s?

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

Target AO3: analysis and evaluation of source reliability to make substantiated judgements.

No rewardable material [0]

Level 1 ([1])

Answers at this level will offer a vague general account of the content of Source C and/or simply extract information from the source but no judgement on the reliability of Source C is given.

Level 2 ([2]–[4])

Answers will discuss the reliability of Source C. Answers may comment on the fact that this is part of a public statement by the Prime Minister and this can affect its reliability. Candidates may show some awareness of bias and comment on how this could affect its reliability. Some contextual knowledge is used to support comments on the reliability of Source C.

Level 3 ([5]–[6])

Answers at this level will analyse fully the reliability of Source C. Candidates will use the content of the source and their contextual knowledge to make a reasoned judgement as to the reliability of Source C in explaining the reactions of the government in Northern Ireland to the civil rights campaign in the 1960s.

Answers may include some of the following:

- Date of the source: a primary source, which was a perspective from the time and reflects the views of the Prime Minister responding to the events at Burntollet
- Author of the source: we know that O'Neill issued this statement the day before reflecting on events since 1 January 1969. He is trying to appeal for calm and the source shows a sense of urgency and concern
- Nature of the source: since it is a statement it is likely to be designed to get across a message to the people and this may explain why it was published in a regional newspaper
- Motive: O'Neill is clearly appealing for calm given the events which followed a People's Democracy (PD) four-day march from Belfast across Northern Ireland to Derry/Londonderry
- Candidates may judge this source as reliable because it is the view of O'Neill. Others may view this statement as unreliable because O'Neill is speaking on behalf of the Northern Ireland government

Any other valid point [6]

6

- 5 (a) Name the leader of the Social and Democratic Labour Party (SDLP) in Northern Ireland in the 1980s.

Target AO1: demonstrate knowledge of the key features and characteristics of the period studied

John Hume [1]

One mark for correct answer. If answer is incorrect award **[0]**

- (b) Give **one** reason for the arrival of the British army onto the streets of Northern Ireland in 1969.

Target AO1: demonstrate knowledge of the key features and characteristics of the period studied.

Any **one** reason:

- The British government was becoming increasingly concerned with Stormont's inability to maintain law and order
- Violence had broken out in Belfast in July 1969 mostly taking the form of house burnings by Loyalists. Violence then spread to Derry/Londonderry
- Violence at an Apprentice Boys parade left 7 dead and 100 injured. Violence between the RUC and nationalists in Derry/Londonderry lasted for up to 50 hours and the incident became known as the Battle of the Bogside.

Any other valid point [1]

AVAILABLE
MARKS

- (c) Give **one** consequence of the introduction of internment in Northern Ireland in 1971.

Target AO1: demonstrate knowledge of the key features and characteristics of the period studied

Any **one** of the following:

- IRA membership increased
- Relations between Nationalists and the British army deteriorated
- 143 people died in the violence that followed the introduction of internment
- Civil rights marches took place

Any other valid point [1]

- (d) Describe **one** reason why there was unionist opposition to the Anglo-Irish Agreement of 1985.

Target AO1: demonstrate knowledge of the key features and characteristics of the period studied.

No rewardable material [0]

Able to identify **one** reason with limited description [1]

For example, Unionists felt they had been excluded from negotiations and they opposed the Anglo-Irish Agreement

Able to identify **one** reason with detailed description [2]

For example, Unionists opposed the Anglo-Irish Agreement because they felt that they had been abandoned by the British government and excluded from negotiations leading up to the signing of the agreement, while the nationalist SDLP party appeared to have been consulted

Any other valid point [2]

5

- 6 Explain **two** of the following:

A The reasons for the fall of Stormont and the introduction of Direct Rule in 1972

B The effects of the Ulster Workers' Council Strike in 1974

C The different reactions to the Good Friday Agreement, 1998

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: significance/causation/consequence/difference.

Mark each part of the answer separately (2 × [9])

Level 1 ([1]–[3])

Answers will be vague and generalised showing limited knowledge and understanding of the event/issue chosen.

Writing communicates ideas using a limited range of historical terminology and shows 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 include relevant information demonstrating some knowledge and understanding of the period. An explanation is given showing an attempt to analyse the importance of the event/issue chosen.

Writing communicates ideas using historical terms accurately and shows 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 provide more detailed, relevant information demonstrating good knowledge and understanding of the period. A developed explanation is given demonstrating analysis of the importance of the event/issue chosen.

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

Answers may include some of the following:

The reasons for the fall of Stormont and introduction of Direct Rule in 1972

- The increase in Loyalist violence including the formation of the UDA and an increased membership of UVF. This gave the appearance of a lack of control on the part of the government
- The policing and military failures by the Stormont government such as Bloody Sunday again led to instability
- The boycott of Stormont by nationalists after the introduction of internment
- Brian Faulkner demanded the power to rearm the RUC and re-establish the B-Specials, but the Conservative government countered with a demand to control law and order instead
- The Unionist government responded with a mass resignation which led to Prime Minister Heath suspending Stormont and introducing Direct Rule

Any other valid point

The effects of the Ulster Workers’ Council Strike in 1974

- Industries closed down, there were regular electricity blackouts, fuel supplies were strictly controlled and there were roadblocks all over Northern Ireland
- British soldiers refused to interfere with the strike saying it was a political action rather than terrorism, though they did eventually transport fuel for key services
- The British Prime Minister unwittingly increased the strikes popularity with unionists when he denounced the strike and called those organising it ‘spongers’
- The SDLP and the British refused to negotiate with the strikers, despite the fact that the country was at a standstill. Chief Executive Brian Faulkner and other unionists resigned from the assembly ending power-sharing
- The increasing support and province wide impact of the UWC strike lead to the collapse of the power-sharing assembly

Any other valid point

The different reactions to the Good Friday Agreement, 1998

- Within the Ulster Unionist Party, David Trimble received support for accepting the Good Friday Agreement, However, 6 MPs left the party in protest and joined the Democratic Unionist Party (DUP) and United Kingdom Unionist Party (UKUP) in the anti-agreement campaign
- Some Unionists did not believe that Sinn Féin should be allowed in government until the IRA had fully decommissioned. For David Trimble the compromise to allow decommissioning to happen slowly was a huge leap of faith
- The Social Democratic Labour Party (SDLP) and Sinn Féin leadership welcomed the agreement
- The DUP leader Ian Paisley called it “more treacherous” than the Sunningdale Agreement and took part in the ‘NO’ campaign for the referendum
- The referendum result was overwhelmingly in favour of the Agreement: 71.2% of people in Northern Ireland and 94.39% in the Republic of Ireland voted ‘Yes’ to accepting the Agreement
- Hard-line unionists like the DUP objected to the North/South government bodies which would allow the Republic of Ireland a say in how Northern Ireland was run
- Loyalist violence continued after the signing of the Good Friday Agreement

Any other valid point

[18]

Total

AVAILABLE MARKS

18

80

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Rewarding Learning

**General Certificate of Secondary Education
2019**

History

Unit 2: Outline Study

**[CODE]
SPECIMEN**

MARK SCHEME

Section A

AVAILABLE
MARKS

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

- 1 What does **Source A** tell us about the response of the USA to the attacks of September 11?

Target AO3: Analysis of sources.

Award **[0]** for no rewardable material

Level 1 ([1])

Answers at this level will include information extracted from Source A or paraphrased from Source A.

Level 2 ([2]–[3])

Answers at this level will begin to analyse the content of Source A and make some use of it to show the response of the USA to the attacks of September 11. For example, Source A tells us the USA made a strong response to the attacks and they tried to remove the threat posed by Iraq.

Level 3 ([4])

Answers at this level will fully analyse the content of Source A to show the response of the USA to the attacks of September 11. For example, Source A tells us that the attacks of September 11 were ‘a major reason for attacking Iraq’ as the USA blamed Saddam Hussein for the attacks on the USA. The US response was to begin a ‘war on terror’ against Iraq. The American President argued that September 11 showed clear links between Iraq and Al-Qaeda and this was a reason why the USA had to respond to remove the deadly threat from Iraq.

Any other valid point [4]

4

- 2 (a) **Source B and Source C** give different views about the reasons for the US invasion of Iraq in 2003.

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

Target AO4: Analysis of interpretations.

Award **[0]** for no rewardable material

Award **[1]** for identifying a valid difference between Source B and Source C

Award **[2]** for identifying a valid difference from Source B and Source C with supporting evidence

Apply above criteria for **each** way

Any **two** ways:

- Source B is from an American politician who believed the advice of intelligence experts that ‘the Iraqis had chemical weapons in their possession’. This is not mentioned or shown in

Source C. The US government believed the inspection reports by the United Nations

- Source B focuses on the threat from the Iraqis. Source B suggests that the Iraqis would threaten the world by using chemical weapons ‘against us and their own people’; this is not mentioned in Source C
- Source C gives a different view and suggests that the US invaded Iraq for its oil. This is not mentioned in Source B

Any other valid point [4]
(2 × [2])

- (b) Explain **one** reason why the views in **Source B and Source C** are different.

Target AO4: Analysis of interpretations.

No rewardable material [0]

Award [1] for identifying a valid reason why the views in Source B and Source C are different

For example, the views in Source B and Source C are different because they are written by different people

Award [2] for identifying a valid reason why the views in Source B and Source C are different with supporting evidence

For example, the sources are different because they are different interpretations of the reasons why the USA invaded Iraq. Source C is by a cartoonist who is anti-war and blames the invasion on the USA desire for oil and Source B is the view of an American politician who defends his country’s decision to invade based on intelligence reports

Any other valid point [2]

6

- 3 How convincing is the view in **Source D** about the reasons for the British invasion of Iraq in 2003?

Explain your answer using **Source D and your contextual knowledge**.

Target AO4: Analyse, evaluate and make substantiated judgements about interpretations.

Award [0] for no rewardable material

Level 1 ([1]–[2])

Answers at this level will show a limited response which will only focus on the content of Source D. Little attempt will be made to address the reasons for the British invasion of Iraq in 2003. Candidates may simply extract information from Source D, which outlines one view about the reasons for the invasion of Iraq.

Level 2 ([3]–[5])

Answers at this level will show limited knowledge or understanding of the view in Source D or challenge it. Candidates may refer to the view that the main reason for the British invasion was to remove Saddam Hussein from power and may attempt to make a judgement. Candidates can access the top mark in this level if they attempt to analyse and use Source D and some contextual knowledge to reach a limited judgement about how convincing they find the view.

Level 3 ([6]–[8])

Answers at this level will show a clear understanding of the view in Source D about the reasons for the British invasion of Iraq. At the top end of this level candidates will use their contextual knowledge to clearly analyse and explain how convincing they find the view. A substantiated judgement will be reached based on contextual knowledge and understanding.

Answers may include some of the following:

- In Source D Tony Blair states ‘I find it hard to apologise for removing Saddam Hussein’ and this seems to be a convincing view as he is standing by his actions 12 years later
- In Source D Tony Blair states ‘Even today, in 2015, I think it is better that he is not in power’. This is his view but it may not be convincing since he is trying to justify his actions as Prime Minister in 2003
- In Source D Tony Blair explained that the reason for Britain invading Iraq was because ‘Saddam Hussein had used chemical weapons against his own people and against others’ and this was based on expert advice
- However, this view may not be convincing because Tony Blair supported President Bush, who believed that Saddam Hussein had weapons of mass destruction, though he now accepts that this was not the case
- UN weapons inspectors said that vast amounts of chemical and biological poisons were in Iraq but this later turned out to be false

Any other valid point [8]

8

- 4 How far do you agree with the view in **Source D** that the invasion of Iraq in 2003 “was part of our war on terror”?

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

Target AO1, AO2, and AO4: Demonstrate knowledge and understanding of the key features; explain and analyse historical events and periods studied using second-order historical concepts: causation; analyse and evaluate interpretations.

Award **[0]** for no rewardable material

Level 1 ([1]–[4])

Answers will offer a vague general account of the content of Sources B, C and D with little attempt to address the question and limited analysis of only one or two sources. Little attempt will be made to address the view in Source D or the views in Sources B and C. There will be limited or no own knowledge to support the answer and no judgement reached or the judgement will be unsubstantiated.

Level 2 ([5]–[8])

Answers will begin to use the content of Sources B, C and D and describe and analyse the views given in at least two of the sources. There will be some limited own knowledge. An attempt will be made to address the view in Source D that the reason for the invasion of Iraq in 2003 was 'part of our war on terror'. A limited judgement will be reached.

Level 3 ([9]–[12])

Answers at this level will show an understanding of the different views given in Sources B, C and D. Candidates will begin to explain the view in Source D that the reason for the invasion of Iraq in 2003 was 'part of our war on terror'. They will include some of their own knowledge to support their answer and explore further the reasons for the different views about the decision to invade Iraq in 2003. Responses of this nature can access the top end of this level. A developed judgement will be reached.

Level 4 ([13]–[16])

Answers at this level will show a clear understanding of the different viewpoints in Sources B, C and D and offer valid explanations for these. Candidates at the top end of this level will make a substantiated judgement based on their own knowledge and understanding.

Answers may include some of the following:

- Source D is the view of Prime Minister Tony Blair, who said that one reason for the invasion was because it was part of the war on terror. However, he also believed the view of those who said that Saddam Hussein had used chemical weapons against his own people. He suggests that removing Saddam Hussein was a key reason for the invasion and argues that 'even today, in 2015, I think it is better that he is not in power.' As Prime Minister, Tony Blair tried to convince the British people that Saddam Hussein had weapons of mass destruction and this was the main reason for the invasion
- Source C offers an alternative view of the reason for the war in Iraq. Some people who were against the war believed that President Bush wanted to invade Iraq for its oil and that the other reasons given for the invasion were false. Some believed that oil from Iraq was the goal of big US companies. President Bush argued that oil gave Saddam Hussein the money he needed to continue to cause trouble in the Middle East
- Source B is the view of an American politician who supported the invasion of Iraq. He explains that the reason for the invasion was that 'Many intelligence experts believed the Iraqis had chemical weapons'. There was a fear that Saddam Hussein would use these

against the USA. Others argued that Saddam Hussein had weapons of mass destruction and this would support the view in Source D. United Nations weapons inspectors seemed to have plenty of evidence to support this view.

Any other valid point

[16]

AVAILABLE
MARKS

16

Section B

5 Describe **two** consequences of the Cuban Missile Crisis.

Target AO1: Demonstrate knowledge and understanding of the key features.

Award **[0]** for no rewardable material

Able to identify **one** consequence with limited description **[1]**
For example, the Cuban Missile Crisis led to a thaw in relations between the USSR and the USA

Able to identify **one** consequence with detailed description **[2]**
For example, the Cuban Missile Crisis led to a thaw in relations between the USSR and the USA and paved the way for a special telephone 'hotline' being set up so that leaders could communicate easily in any future crisis

Apply criteria to each consequence

Any other valid point
(2 × [2])

[4]

4

6 (a) How did the USSR respond to challenges to its power in Eastern Europe in the 1950s and 1960s?

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

- The Hungarian Uprising, 1956
- Disagreements over Berlin, 1959-61
- Czechoslovakia, 1968 - 'The Prague Spring'

Target AO1 and AO2: Demonstrate knowledge and understanding of the key features to explain and analyse historical events and periods studied using second order historical concepts: causation/ consequence/significance.

Award **[0]** for no rewardable material

Level 1 ([1]–[5])

Answers at this level may use only one of the guidelines 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 shows basic 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 ([6]–[11])

Answers will use at least two of the guidelines, perhaps with some omissions, but will offer a more informed explanation and some analysis of how the USSR responded to challenges to its power in Eastern Europe in the 1950s and 1960s.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([12]–[17])

Answers will use all of the guidelines and include more detail to provide a clear explanation and analysis of how the USSR responded to challenges to its power in Eastern Europe in the 1950s and 1960s.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4 ([18]–[22])

Answers will use all of the guidelines and will provide a clear and full explanation of how the USSR responded to challenges to its power in Eastern Europe in the 1950s and 1960s. Analysis will be focused on the question, with accurate detail throughout.

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

Answers may include some of the following:

The Hungarian Uprising, 1956

- In 1953 Stalin died and by 1956 Khrushchev emerged as leader of the USSR. In 1956 Khrushchev denounced Stalin as a tyrant in his Secret Speech
- Popular unrest developed in Hungary after Khrushchev's speech. By October 1956 a new government led by Imre Nagy took control. Nagy's government wanted reform and the withdrawal of the Soviet army. It also planned to leave the Warsaw Pact and make Hungary a neutral country in the Cold War
- On 4 November 1956, 6000 Soviet tanks crossed the Hungarian border. Bitter street fighting occurred and many were killed
- The actions of the USSR in Hungary demonstrated to Eastern Europe but also to the West that Khrushchev's idea of peaceful co-existence was only words not reality

Disagreements over Berlin, 1959–61

- During the 1950s the standard of living improved faster in the West than in the East and the contrast was most apparent in Berlin. Between 1949 and 1961 more than 3 million East German refugees fled to West Germany. The Soviet Union feared that this exodus of mainly educated young people would undermine Communist control in East Germany
- In 1958 Khrushchev called for the end of four power control in Berlin and gave a six month time limit. In September 1959 Eisenhower said that he would make concessions. In May 1960 the two leaders planned to meet at Paris for further talks but the shooting down of a US U2 Spy plane increased tensions. Further meetings in 1960 and 1961 between the Superpowers did not resolve the Berlin issue
- On 13 August 1961, East German soldiers ended all free movement from East to West Berlin. Soon a concrete wall divided the city. The wall became a symbol of the division of communism and democracy at the heart of the Cold War

Czechoslovakia, 1968 - 'The Prague Spring'

- In January 1968, Alexander Dubček became leader of the Czech Communist party and he agreed to introduce reforms which would provide 'Socialism with a human face'
- Dubček stressed that Czechoslovakia would remain in the Warsaw Pact, but reassurances were not enough to prevent a Soviet invasion. On the night of the 20-21 August a 'tourist' flight from USSR landed at Prague airport. On board were 52 KGB officials who then took over the control tower so that they could help airborne divisions of the Warsaw Pact forces to land
- Though five members of the Warsaw Pact were involved most troops and tanks were supplied by the USSR. Altogether 400 000 troops moved into Czechoslovakia
- The Soviet Union blocked NATO radar stations in West Germany so the arrival of such a large number of troops took everyone by surprise. Brezhnev justified the invasion in a speech, which became known as 'The Brezhnev Doctrine', in which he said that the USSR would use any means to protect communism and the Soviet Empire

Any other valid point

[22]

AVAILABLE
MARKS

(b) How did relations between the USA and USSR change in the years 1945 to 1956?

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

- The breakdown of the wartime alliance
- The Berlin Blockade and Airlifts, 1948–49
- Events in the 1950s

Target AO1 and AO2: Demonstrate knowledge and understanding of the key features to explain and analyse historical events and periods studied using second order historical concepts: change/continuity/significance.

Award **[0]** for no rewardable material

Level 1 ([1]–[5])

Answers at this level may use only one of the guidelines 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 shows basic 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 ([6]–[11])

Answers will use at least two of the guidelines, perhaps with some omissions, but will offer a more informed explanation and some analysis of how relations between the USA and USSR changed in the years 1945 to 1956.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([12]–[17])

Answers will use all of the guidelines and include more detail to provide a clear explanation and analysis of how relations between the USA and USSR changed in the years 1945 to 1956.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4 ([18]–[22])

Answers will use all of the guidelines and will provide a clear and full explanation of how relations between the USA and USSR changed in the years 1945 to 1956. Analysis will be focused on the question, with accurate detail throughout.

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

Answers may include some of the following:

The breakdown of the wartime alliance

- In February 1945 at Yalta, the Allied leaders failed to reach agreement on the future of Germany. A compromise was reached at Potsdam in July 1945 to divide Germany into four zones. The capital, Berlin, in the USSR zone, was also divided into four sectors
- Stalin was promised at Yalta that Eastern Europe would be in its sphere of influence and he promised to hold free elections after the war
- There was also disagreement over the future of Poland. The Western Allies aimed to restore Poland's independence but the USSR was determined that it would be in the Soviet sphere of influence
- A lack of trust between Truman, the new American President, and Stalin weakened relations in 1945. Stalin was suspicious about the motives of the USA and was annoyed that the USA had not shared its knowledge about the discovery of the atom bomb

The Berlin Blockade and Airlift, 1948–49

- The USSR wanted Germany to pay reparations for damage and deaths in World War Two, while the USA wanted to rebuild the German economy. The USSR feared that a revived Germany might be a threat to its interests. Tension increased in 1948 because of a plan by the West to introduce currency reform
- In June 1948 Stalin blocked off all roads and railway links between West Germany and West Berlin. The Americans saw this as a test of the Truman Doctrine and were determined to help West Berlin. The Berlin Blockade was the first open confrontation between the USA and the USSR in the Cold War
- The USA was determined to stay in West Berlin. With the support of Britain and France, it decided to supply the people of West Berlin with food and fuel. The airlift lasted 324 days, with up to 13 000 tons supplied each day
- Stalin did not shoot down the Allied planes as he did not want to be seen as the aggressor and risk a nuclear attack. Stalin realised the determination of the USA and the West and lifted the Blockade in May 1949

Events in the 1950s

- When Stalin died in 1953, it appeared that the relationship between the USA and the USSR would improve. With the emergence of Khrushchev as Stalin's successor in 1956, this

belief seemed to take effect. He talked of 'peaceful coexistence' with the West

- By the late 1950s relations between the two states had deteriorated as a result of a series of crises: the Hungarian Uprising, the Arms Race and the Space Race
- The governments in Eastern Europe hoped to benefit from this new approach. However, Khrushchev could not allow the Eastern European states to undermine communism. Revolts against the USSR broke out in East Germany in 1953 and in Poland in 1956
- In 1956, the people of Hungary tried to break free from Soviet control. The Soviet Union was unprepared for this challenge to its authority or Hungary's threat to withdraw from the Warsaw Pact, which had been set up in 1955 as the Soviet response to NATO. Khrushchev could not allow this to happen and reacted to stop the rising. The USSR invaded Hungary in November 1956

Any other valid point

[22]

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MARKS**

22

Total

60

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INVESTORS
IN PEOPLE

