

**Published Mark Schemes for
GCSE History**

Summer 2010

**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2010)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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New
Specification



Rewarding Learning

**General Certificate of Secondary Education
2010**

History

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

[GHY11]

WEDNESDAY 2 JUNE, MORNING

**MARK
SCHEME**

Section A

AVAILABLE
MARKS

Option 1: Germany 1918-1941

1 This question is about the Aftermath of World War One and Weimar Republic.

(a) Below is a list of names linked with the Weimar Republic:

Friedrich Ebert	Kaiser Wilhelm II	Wolfgang Kapp	Karl Liebknecht	Gustav Stresemann
-----------------	-------------------	---------------	-----------------	-------------------

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

- (i) Staged a putsch against the Weimar Republic in 1920 Wolfgang Kapp
- (ii) Emperor of Germany until November 1918 Kaiser Wilhelm II
- (iii) First President of the Weimar Republic Friedrich Ebert
- (iv) A German Foreign Minister Gustav Stresemann
- (v) A leader in the Spartacist Rising Karl Liebknecht [4]
- (b) (i) Give **one** term of the Treaty of Versailles. [2]

Target AO1: Recall of knowledge

No rewardable material [0]

Term identified but no development [1]

Term identified with some development [2]

Any **one** term:

- Reparations of £6,600 million to be paid
 - Army cut to 100,000 troops
 - Allowed 15,000 sailors, 6 battleships, no airforce, no submarines
 - Conscription banned
 - Rhineland to be demilitarised
 - Lost land eg. Alsace-Lorraine to France, Posen and West Prussia to Poland
 - War Guilt Clause
- Any other valid point [2]

- (ii) Describe **two** ways in which Germany was affected by the Treaty of Versailles. [4]

Target AO1: Recall, select and communicate their knowledge and understanding of history.

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect of the Treaty of Versailles [2]
Apply above criteria to each effect.

AVAILABLE
MARKS

Any **two** effects:

- Reparations put Germany under a lot of financial strain as they were already suffering from the effects of World War One
- Losing land meant that Germany lost farm land, resources and people
- Demobilisation of soldiers contributed to unemployment and led to the establishment of the Freikorps
- Weimar government was criticised for signing the armistice in the first place – called ‘the November Criminals’

Any other valid point [4]

- (c) (i) Why did life get better for many Germans during the Stresemann years 1924 – 28? [6]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Limited relevant detail will be included. Spelling, punctuation and uses the rules of grammar with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and uses the rules of grammar with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied. With more accurate detail and analysis of the main reasons. Spelling, punctuation and uses the rules of grammar with consistent accuracy.

Indicative Content

- Stresemann got striking workers to end passive resistance, thus getting production going again
- Germany started paying reparations again which led to the French leaving the Ruhr
- A new currency, the Rentenmark, and a new national bank were brought in
- The Dawes Plan was set up which allowed Germany to pay reparations over a longer period of time
- The period between 1924 and 1928 became known as the ‘Golden Twenties’ as people in the cities had more money to spend on entertainment like cabaret shows
- Germany had joined the League of Nations and had signed the Locarno Treaty which showed the German people that other countries were beginning to trust it more

Any other valid point [6]

(ii) What actions did Hitler and the Nazis take to increase support between 1929 and January 1933?

[9]

AVAILABLE
MARKS

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main reasons for the issue or event studied. Answers may lack development and balance with some omissions. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the reasons for the issue or event studied. Answers will contain more accurate detail on the main reasons for the issue or event studied. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- Used 'Hitler over Germany' campaign to allow Hitler to speak personally to as many people as possible
- Produced posters designed to appeal to as many different groups in German society as possible e.g. women, farmers, the middle class
- Offered simple solutions to get Germany out of the economic depression e.g. 'Work and Bread'
- Campaigned heavily for the elections for Chancellor and President – with each election gained more and more publicity and more and more votes
- Refused to accept any position within the government other than Chancellor
- Worked with von Papen to persuade President Hindenburg that Nazis could be trusted to run the country and that they could be controlled by other ministers in the cabinet

Any other valid point

[9]

2 This question is about Nazi Germany, 1933-39

AVAILABLE MARKS

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

Law for the Protection of People and State	Oath of Allegiance	Führer	Enabling Law	Night of Long Knives
--	--------------------	--------	--------------	----------------------

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

- (i) This allowed enemies of the state to be arrested Law for the Protection of People and State
- (ii) Title taken by Hitler in August 1934 Führer
- (iii) Event when 200 members of the SA were killed Night of Long Knives
- (iv) Sworn by army to Hitler in 1934 Oath of Allegiance
- (v) Allowed Hitler to pass his own laws Enabling Law [4]
- (b) (i) Give **one** reason why the Nazis wanted to control the churches. [2]

Target AO1: Recall of knowledge

No rewardable material [0]

Reason identified but no development [1]

Reason identified with some development [2]

Any **one** reason:

- Some churches had beliefs that were against those of the Nazis
- Some church leaders had spoken out against the policies of the Nazis
- Hitler believed that people couldn't believe in God and support the Nazis loyally

Any other valid point [2]

- (ii) Describe **two** ways in which the Nazis used propaganda to control the lives of people in Germany between 1933 and 1939. [4]

Target AO1: Recall, select and communicate their knowledge and understanding of history.

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one way in which the Nazis used propaganda to control the lives of people in Germany between 1933 and 1939. [2]

Apply above criteria to each way.

Any two ways:

- The Ministry of Propaganda and Enlightenment headed by Joseph Goebbels controlled what could be printed in newspapers
- Propaganda films were made by the Nazis and shown in cinemas
- Parades and rallies were held at different stages of the year to glorify Germany, Hitler himself or important anniversaries e.g Nuremberg rallies
- Foreign radio stations could not be picked up and many pro-Nazi radio broadcasts were made. The 'People's Receiver' was created so that people could buy their own sets and listen to official broadcasts at home
- Loudspeakers were put up in public places so that everyone could listen

Any other valid point [4]

(c) (i) Why did Hitler and the Nazis want to control the lives of each of the following:

- Young people
- Jews?

[6]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Limited relevant detail will be included. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied. With more accurate detail and analysis of the main reasons. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Young people

- Young people were the future mothers and soldiers of Germany – wanted to ensure they were good Nazis
- Young people were easier to influence than adults

Jews

- Hitler believed the Jews were racially inferior to Germans from the Aryan Race
- Blamed the Jews for Germany losing World War One and the Treaty of Versailles
- Felt that Jews were greedy and their presence in Germany was taking money away from Germans

Any other valid point [6]

(ii) How did the policies of the Nazis affect the lives of young people in Germany between 1933 and 1939? [9]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the effects or consequences of the issue or event studied. Answers may lack development and balance with some omissions. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the effects or consequences of for the issue or event studied. Answers will contain more accurate detail on the effects or consequences of for the issue or event studied. Spells, punctuates and uses the rules of grammar with consistent accuracy.

- Youth groups were established to control the leisure time of young people
- Boys were taught to fire a gun and to march in the Hitler Youth
- Girls were taught how to look after a home and about bringing up children in the League of German Maidens
- There was an emphasis on physical fitness for both boys and girls
- School subjects were altered. Religion was not taught. There was an emphasis on PE, History, Race Studies and Biology
- Teachers had to belong to Nazi Teachers' League and had to promote Nazism at all times
- Order Castles and Adolf Hitler Schools were established to train future leaders

Any other valid point [9]

3 This question is about Nazi Policies and Actions in Europe, 1933-1941.

AVAILABLE
MARKS

(a) Below is a list of words linked with German foreign policy:

Operation Barbarossa	Sudetenland	Appeasement	Rome-Berlin Axis	Polish Corridor
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Match each word to the correct description and write your answer in the space provided. The first one has been done for you:

- (i) 1936 agreement between Mussolini and Hitler Rome-Berlin Axis
- (ii) Territory that split Germany in two Polish Corridor
- (iii) French and British policy towards Germany until March 1939 Appeasement
- (iv) German plan to invade the USSR Operation Barbarossa
- (v) Territory taken by Hitler in 1938 Sudetenland [4]
- (b) (i) Give **one** reason why Hitler invaded the USSR in 1941. [2]

Target AO1: Recall of knowledge
 No rewardable material [0]
 Reason identified but no development [1]
 Reason identified with some development [2]

- Any **one** reason:
- Wanted lebensraum
 - Wanted access to resources like oil
 - Hated communists
 - Believed Slavs were racially inferior
- Any other valid point [2]

- (ii) Describe **two** ways in which Hitler broke the military terms of the Treaty of Versailles between 1933 and 1935. [4]

Target AO1: Recall, select and communicate their knowledge and understanding of history.

No rewardable material [0]
 Able to identify a way in which Hitler broke the military terms of the Treaty of Versailles between 1933 and 1935 with no development [1]
 Able to identify and describe one way in which Hitler broke the Treaty of Versailles [2]
 Apply above criteria to each way.

Any **two** ways:

- Announced conscription and brought numbers in army up to 400,000
- Signed Anglo-German Naval Agreement allowing Germany's navy to reach 35% of the size of the British navy
- Luftwaffe was created

Any other valid point [4]

(c) (i) Why did Hitler want to remilitarise the Rhineland and take over Austria? [6]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Limited relevant detail will be included. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied. With more accurate detail and analysis of the main reasons. Spells, punctuates and uses the rules of grammar with consistent accuracy.

- Hitler hated the fact that the Treaty of Versailles had left Germany's border with France defenceless
- He claimed that Germany was surrounded by enemies as the USSR was to its east and France to its west and that Germany should have the right to defend itself
- Union with Austria had been forbidden by the Treaty of Versailles but as the two countries were German speaking Hitler wanted to unite them
- Hitler was born in Austria
- Hitler wanted access to the large Austrian army and its resources

Any other valid point [6]

(ii) How was Hitler able to remilitarise the Rhineland and take over Austria by 1938? [9]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main reasons for the issue or event studied. Answers may lack development and balance with some omissions. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the reasons for the issue or event studied. Answers will contain more accurate detail on the main reasons for the issue or event studied. Spells, punctuates and uses the rules of grammar with consistent accuracy.

- Marched 22,000 police and 15,000 soldiers into the Rhineland in 1936
- Hitler uncertain – troops had orders to turn back if confronted
- Britain didn't think it was worth going to war over and France wouldn't act without Britain, so Germany was able to get away with it
- There was an attempt by Austrian Nazis to take over the government there in 1934 but this was unsuccessful due to the intervention of Mussolini
- By 1938 Germany and Italy were now allies so Hitler felt confident about taking over Austria with no opposition
- Austrian Nazis began to put pressure on the government. The Chancellor Schuschnigg asked for foreign help to withstand this pressure but none was forthcoming
- Hitler forced Schuschnigg to appoint the Austrian Nazi leader, Seyss-Inquart as Minister of the Interior
- Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and Schuschnigg was forced to resign
- Seyss-Inquart became the new Austrian Chancellor and invited the German troops into the country to restore order

Any other valid point

[9]

Option 2: Russia, c1916-1941

AVAILABLE
MARKS

4 This question is about the End of Tsarism and the 1917 Revolutions

Target AO1: Recall of knowledge

(a) Below is a list of words linked to the October Revolution:

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

- (i) Ship that fired shells at the Provisional Government's headquarters Aurora
- (ii) Country where Lenin lived before the October Revolution Finland
- (iii) Headquarters of the Provisional Government in October 1917 Tauride Palace
- (iv) Bolshevik who planned the October Revolution Trotsky
- (v) Leader of the Provisional Government in October 1917 Kerensky
- [4]

One mark for each correct answer.
If no answer is correct, award 0.

- (b) (i) Give **one** reason why Tsarina Alexandra was unpopular in Russia by 1916. [2]

Target AO1: Recall of knowledge

No rewardable material [0]

Reason identified but no development [1]

Reason identified with some development [2]

Any **one** reason:

- The Tsarina Alexandra was in control after Nicholas became commander-in-chief of the army in 1915. She was unpopular because she was German, Russia's enemy in World War One. She was accused by some of being a German spy
- Alexandra had a strong belief in autocracy and refused to co-operate with the Duma. She created much political instability by appointing and dismissing 36 ministers in 2 years

- The growing influence of Rasputin increased Alexandra's unpopularity. Rasputin's scandalous lifestyle tarnished the reputation of the Romanovs. It also led to jealousy from the aristocracy, key supporters of the tsar and the system of autocracy

Any other valid point [2]

(ii) Describe **two** effects of World War One on the Russian army. [4]

Target AO1: Recall, select and communicate their knowledge and understanding of history.

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- The Russian army was defeated at Tannenberg and the Masurian Lakes in 1914 and the Brusilov Offensive in 1916 failed. The German army was better organised and equipped
- There were shortages of artillery, ammunition, boots and even medical equipment in the Russian army. Some reports show that one in three soldiers had no rifle in 1915
- The quality of military leadership was poor. Most experienced officers and soldiers were killed in the first year of the war. The Russian army in 1916 was described as 'peasants in uniform'
- The casualty rate was very high. Over 9 million soldiers were killed, wounded or taken prisoner by 1916. The enthusiasm of 1914 was replaced by pessimism, defeatism and a rising rate of desertion by 1916

Any other valid point [4]

(c) (i) Why did the Provisional Government lose support in Russia by October 1917? [6]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The Provisional Government supported Russia's continued involvement in World War One. It did not improve the supply of food and weapons to the army. The June Offensive failed. There were 400,000 casualties, mass desertion and a breakdown in discipline
- The Provisional Government delayed land reform. It was concerned about the legality of land reform and issues of compensation. It wanted to postpone land reform until the election of the Constituent Assembly and the end of the war. By the autumn 1917, deserting soldiers seized land and the Provisional Government seemed powerless to restore law and order in the countryside
- Throughout 1917 high inflation and food shortages in Russia were blamed on the Provisional Government
- The Provisional Government was a caretaker government and was inexperienced. It disbanded the Okhrana and released political prisoners which allowed revolutionary groups like the Bolsheviks to plot its overthrow. It allowed freedom of the press. The Bolsheviks set up Pravda and other papers to spread its ideas and gain support
- A major miscalculation was Kerensky's decision to release and arm the Red Guard to defend Petrograd against Kornilov's attempts to gain power. As a result of the Kornilov Affair, the Bolshevik Red Guard was now armed and viewed as the saviours of Petrograd

Any other valid point [6]

(ii) How were the lives of each of the following affected by World War One:

- Peasants
- City Workers? [9]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalized with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Peasants

- Over 15 million men, mainly peasants were conscripted into the Russian army. Morale decreased as most of the 9 million casualties were peasants
- There was a shortage of farm workers and most horses were requisitioned for the war effort. 40% of peasant families had no male to work on the land. The old and women were left to do farm work and production decreased. By 1916, inflation and low prices for grain made trade unprofitable and peasants hoarded grain in order to force up prices

City Workers

- Workers in the munitions factories worked long hours and experienced strict discipline and poor living conditions
- Inflation at 400% exceeded wages and led to a decline in the standard of living. Workers and their families in Petrograd experienced bread queues and shortages of fuel. Factories closed due to shortage of raw materials thus increasing unemployment. Many workers in Petrograd were cold and hungry

Any other valid point

[9]

Answers must cover both guidelines to access level 3.

AVAILABLE
MARKS

5 This question is about the Establishment of the Bolshevik State, 1917 – 1924.

AVAILABLE MARKS

Target AO1: Recall of knowledge

(a) Below is a list of terms linked to the early months of Bolshevik rule:

Land Decree	Socialist Revolutionaries (SRs)	Constituent Assembly	Cheka	Sovnarkom
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Match **each** term to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Bolshevik government set up after the October Revolution Sovnarkom
- (ii) Elected parliament closed down by the Bolsheviks Constituent Assembly
- (iii) Party that won most seats in the election in November 1917 Socialist Revolutionaries (SRs)
- (iv) Law allowing peasants to keep land served from the landlord Land Decree
- (v) Bolshevik secret police Cheka [4]

One mark for each correct answer.
If no answer is correct, award 0.

(b) (i) Give **one** reason why the Treaty of Brest-Litovsk was unpopular in Russia. [2]

Target AO1: Recall of knowledge

No rewardable material [0]

Reason identified but no development [1]

Reason identified with some development [2]

Any **one** reason:

- The Bolsheviks had negotiated a peace settlement with Germany to take Russia out of World War One. Germany could now concentrate its war efforts on the Western Front
- Russia lost 45 million people and ¼ of its farmland. It lost Finland, the Baltic States, Poland and the Ukraine. Russia also had to pay 3 billion roubles in compensation to Germany. Many Russians were angry at the humiliating terms of this treaty
- The Treaty of Brest-Litovsk also led to armed resistance to the Bolsheviks from a range of Lenin’s political opponents and the beginning of the Russian Civil War in the summer of 1918

Any other valid point [2]

- (ii) Describe **two** effects of the New Economic Policy on the lives of Russians by 1924. [4]

Target AO1: Recall, select and communicate their knowledge and understanding of history.

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- The NEP reduced state control of agriculture. War Communism and the forced seizure of food ended. Peasants now had to give part of their crops to the state and they could sell their surplus grain for profit on the open market
- Famine ended and agricultural production began to recover. The grain harvest increased from 37 million tons in 1921 to 51 million tons in 1924
- The NEP led to the emergence of a richer, more industrious class of peasant called the kulaks. These became quite rich and bought extra land and animals. However, most peasants remained poor and continued to use backward methods of farming
- Peasants were unhappy that the price of grain fell behind that of industrial goods. They could not afford the inflated price of machinery such as tractors and iron ploughs. This 'scissors crisis' lasted until 1923 when increased industrial production led to a fall in prices
- Large businesses and the banks, 'the commanding heights', remained under state control but small businesses employing less than 10 workers were returned to private ownership
- Nepmen or small traders controlled private trade. Markets supplying consumer goods for example shoes and clothes were controlled by Nepmen. Many made large profits. The standard of living of most workers and peasants had improved by 1924

Any other valid point

[4]

- (c) (i) Why was War Communism introduced in Russia in 1918 and why did War Communism end in 1921? [6]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- War Communism was introduced to direct the economy to help the Bolsheviks win the civil war. The Vesenkha was set up to organise industrial production for the war effort. Workers lost control of running the factories and had to work long hours producing weapons for the Red Army. Managers were reinstated and harsh discipline imposed with the death penalty for strikes
- War Communism was also introduced to give the state more control of the economy. All factories were nationalized in July 1918 and all private trade was banned
- War Communism ended because it was very unpopular and caused hardship to workers and peasants. The rouble became worthless and there was rampant inflation. People resorted to barter in order to survive. Workers experienced great hardship and half the city workers left in search of food. Industrial production fell by 70% during War Communism
- Peasants were forced to provide food to the government to feed workers and the Red Army. Cheka squads seized food from peasants who resisted by growing less food. Over 5 million died from famine between 1920 and 1921
- The Bolsheviks wanted to retain War Communism after their victory in the Civil War but were forced to end it in 1921. The Tambov Rising by peasants in 1920 and the Kronstadt Mutiny by sailors and workers in Petrograd threatened Bolshevik rule

Any other valid point [6]

(ii) How did each of the following help the Bolsheviks to win the Civil War:

- Actions of the Red Army
- Weaknesses of the White Army? [9]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalized with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Actions of the Red Army

- The Red Army occupied the most industrially-developed area in central and west Russia between Petrograd and Moscow. The Red Army had access to weapons and war supplies unavailable to the Whites. Russia's railway system was centred on Moscow so that the Bolsheviks could quickly deploy troops to deal with attacks from the Whites
- Trotsky was a ruthless and effective military leader. He turned the inexperienced Red Army into a disciplined, well-led and effective fighting force. He used the Cheka to shoot all deserters. He visited the troops at the front in a special train and made rousing speeches
- Strict conscription increased the size of the Red Army to 5 million. The families of 22,000 former Tsarist officers were held hostage to ensure they provided leadership for the Red Army
- Lenin organised War Communism to ensure that industry and agriculture in the Bolshevik-controlled areas was geared to supply the Red Army. The Cheka seized grain from the peasants. Workers had to work long hours to ensure that weapons and equipment were sent to the Red Army
- The Cheka led by Dzerzhinsky organised the Red Terror. Anyone critical of the Bolsheviks was considered a counter revolutionary. Over 20,000 opponents were shot by Cheka squads including Tsar Nicholas II and his family in July 1918

Weaknesses of the White Army

- The White Army consisted of an uncoordinated collection of groups with very different aims, united only by dislike of the Bolsheviks. Right-wing groups wanted a return of the Tsar; the SRs wanted the Constituent Assembly; foreign armies wanted Russia to enter the war and national groups wanted independence. The White Army also lacked a single command structure

- The White Army controlled the outlying areas which were sparsely populated. It comprised only $\frac{1}{3}$ million. There were few factories making weapons and a poor railway network prevented a coordinated attack by different groups. Thus the Reds were able to pick off the White Armies one by one
- The White Army treated the peasants and workers very harshly in the areas they controlled. There were anti-Jewish pogroms and ethnic fighting in the Cossack-controlled areas. General Deniken alienated the peasants by supporting the return of their land to the landlords
- Foreign armies supplied weapons and money to the Whites to help keep Russia in World War One. The White Army often sold these weapons and supplies on the 'black market'. Bolshevik propaganda portrayed the Whites as disloyal and the Red Army as patriotic, fighting against foreign invaders

Any other valid point

[9]

Answer must cover the two guidelines to access level 3

6 This question is about Stalin and the Union of Soviet Socialist Republics (USSR), 1924 – 1941.

AVAILABLE MARKS

Target AO1: Recall of knowledge

(a) Below is a list of words linked to the Five Year Plans:

Gosplan	Gorki	Stakhanov	Siberia	Quota
---------	-------	-----------	---------	-------

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

- (i) Remote area in Eastern Russia that was developed during the Five Year Plans Siberia
- (ii) Production targets set for factories and workers Quota
- (iii) Central planning organisation of the Five Year Plans Gosplan
- (iv) New city built during the Five Year Plans Gorki
- (v) Miner famous for producing huge amounts of coal Stakhanov [4]

One mark for each correct answer.
If no answer is correct, award 0.

- (b) (i) Give **one** action taken by Stalin to help him became ruler of USSR by 1929. [2]

Target AO1: Recall of knowledge

No rewardable material [0]

Reason identified but no development [1]

Reason identified with some development [2]

Any **one** action:

- Stalin used his position as General Secretary to control appointments and build up a power base within the party
- In 1924 Trotsky's failure to attend Lenin's funeral damaged his reputation. Stalin delivered Lenin's funeral oration, setting himself up as the man who would carry on Lenin's work
- Stalin outmanoeuvred his rivals in the Politburo exploiting personal jealousies, character weaknesses and issues such as 'communism in one country'. In 1927 the left-wing group of Trotsky, Kamenev and Zinoviev were defeated on this issue and expelled from the Politburo. In 1929 Stalin outmanoeuvred the right-wing group led by Bukharin over the NEP and removed them from the Politburo

Any other valid point [2]

- (ii) Describe **two** actions taken by Stalin to increase his control over the USSR in the 1930s. [4]

Target AO1: Recall, select and communicate their knowledge and understanding of history.

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe one action [2]

Apply above criteria to each action

Any **two** actions:

- Stalin was paranoid and believed that any criticism was a conspiracy against him. He used terror to deal with political opposition. Kirov, the Leningrad party leader was killed in 1934. In the Great Purges between 1934 and 1938 he got rid of most of the middle and upper layers of the Communist Party. 90 out of 139 members of the Central Committee of the Communist Party were killed in these purges. Overall, $\frac{1}{5}$ of all members of the Communist Party were expelled or killed in the 1930s
- Stalin embarked on a series of 'Show Trials' against his leading rivals in the Communist Party, for example Zinoviev and Bukharin. They made public confessions to outrageous crimes and were sentenced to death
- In 1938 and 1939 there were purges of the leadership of the army, navy and air force and even the secret police, the NKVD, with the execution of its leader Yagoda
- A climate of fear and suspicion existed in the USSR in the 1930s. The NKVD or secret police played a key role in enforcing Stalin's policies. Up to 20 million were sent to labour camps or gulags in remote areas such as Siberia. They played a key role in the industrial programme of the Five Year Plans. Over 60% died there due to lack of food and the terrible working conditions

Any other valid point [4]

- (c) (i) Why did Stalin sign the Nazi-Soviet Pact in 1939 and why did the Pact end in 1941? [6]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Stalin was disillusioned with the policy of appeasement followed by Britain and France towards Germany. He was also annoyed that the West had excluded the USSR at the Munich Conference
- USSR feared a German invasion. Hitler hated communism and one of his main foreign policy aims was lebensraum or expansion to the east. The Nazi-Soviet Pact gave the USSR security and more time to make military and economic preparations
- The pact contained a secret clause to give East Poland to the USSR and allowed Stalin to regain control over the Baltic States and Finland
- Hitler was not sincere when he signed the Nazi-Soviet Pact was signed. He hated communism and wanted to achieve lebensraum in the USSR
- By 1941 Hitler had control over most of west Europe and was confident that Operation Barbarossa would succeed

Any other valid point

[6]

(ii) How did collectivisation affect each of the following in USSR by 1939:

- Agriculture
- The Lives of Peasants?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

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

Level 1 ([1]-[3])

Answers will be vague and generalized with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Individual farms were taken from the peasants and turned into state owned collective farms called kolkhozes, each comprising 50 to 100 households. 99% of farms were collectivised by 1939. Peasants were able to keep a small plot and some animals
- Kolkhozes were run by state officials. Motor Tractor Stations were set up to organise the supply of machinery and seeds and collect quotas of grain. The state regulated wages and the amount of food that each farmer could keep
- Collectivisation of agriculture met fierce resistance from the kulaks who killed livestock and refused to plant crops. Between 1929 and 1933, $\frac{2}{3}$ of all sheep and goats and $\frac{1}{2}$ of all horses, vital for agricultural work were killed. Over 5 million kulaks were killed or sent to labour camps in 1931 and in the Ukraine up to 5 million died in the famine between 1932 and 1934
- Agricultural production remained low and did not reach 1928 levels until World War Two. State procurement of grain did increase allowing it to feed the growing industrial workforce and buy equipment from abroad

Any other valid point

[9]

AVAILABLE
MARKS

Option 3: The United States of America, 1918-1941

AVAILABLE
MARKS

7 This question is about the United States of America in the 1920s.

Target AO1: Recall of knowledge

(a) Below is a list of terms linked to Prohibition:

Speakeasy	Mafia	Anti-Saloon League	Moonshine	Bootlegger
-----------	-------	--------------------	-----------	------------

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

- (i) Person who smuggled illegal alcohol into the USA Bootlegger
- (ii) Alcohol made in people's homes Moonshine
- (iii) Place where illegal alcohol was sold Speakeasy
- (iv) Organisation that gained control of trade in illegal alcohol Mafia
- (v) Organisation that supported Prohibition Anti-Saloon League [4]

One mark for each correct answer.
If no answer is correct, award 0.

(b) (i) Give **one** reason why the USA refused to join the League of Nations in 1920. [2]

Target AO1: Recall of knowledge

No rewardable material [0]

Reason identified but no development [1]

Reason identified with some development [2]

Any **one** reason:

- The Republican Party controlled Congress in 1920. Isolationism was the traditional foreign policy aim of the Republican Party. President Harding won the presidential election in 1920 with a call for 'a return to Normalcy'
- Wilson's plan for the League of Nations was unpopular, especially after the USA's involvement in World War One. 120,000 Americans were killed and the USA lent Britain and France \$10 billion. Americans did not want the USA to get involved in future costly wars on behalf of the League of Nations

- Isolationism reduced tensions between different immigrant groups in the USA. The USA was an ethnic melting pot and any involvement in foreign wars by the League of Nations could increase tensions between these groups
 - Americans wanted to concentrate on the economic boom in the 1920s. Joining the League of Nations threatened this
- Any other valid point [2]

(ii) Describe **two** ways in which the American economy grew in the 1920s. [4]

Target AO1: Recall, select and communicate their knowledge and understanding of history.

No rewardable material [0]

Able to identify a way with no development [1]

Able to identify and describe one way [2]

Apply above criteria to each way

Any **two** ways:

- The car industry produced over 26 million cars in the 1920s. Three big firms dominated the car industry: Ford, Chrysler and General Motors
- The car industry created a growth in ancillary industries e.g., glass, rubber and steel. The car industry pioneered the use of the assembly line to mass produce cars more quickly
- Consumer goods based on electricity increased in the 1920s. The manufacture of vacuum cleaners, washing machines and refrigerators created many jobs
- There was a building boom in the USA in the 1920s. The development of suburbs stimulated house building. Skyscrapers, offices and cinemas symbolised the boom of the 1920s

Any other valid point [4]

(c) (i) Why did immigrants face hostility and discrimination in the USA in the 1920s? [6]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Over 40 million immigrants came to the USA before 1914. The USA had an Open Door policy and welcomed immigrants. Many WASPs supported restrictions on the number of immigrants. The Immigrant Quota Laws of 1921, 1924 and 1929 imposed restrictions on the number of immigrants to the USA
- Most recent immigrants had come from South and Eastern Europe and were mainly Catholics and Jews. Most could not speak English. The dominant group in the USA, the WASPs blamed the new immigrants for the rising violence and social problems in cities
- Immigrants threatened the values and way of life of the WASPs. The Ku Klux Klan gained support in the 1920s and was hostile to immigrants. The Sacco and Vanzetti case showed the problems in getting a fair trial
- Immigrants were linked to strikes and the threat of communism. A wave of strikes in 1919 convinced many that communists were trying to destroy the American way of life. The Red Scare in the early 1920s illustrated this. The Palmer Raids in 1920 led to the arrest of over 5,000 suspected communists. Over 500 immigrants were deported, often on flimsy evidence
- Many Americans feared that immigrants would undercut wages and threaten their jobs

Any other valid point

[6]

- (ii) How did the cinema and jazz music affect the lives of Americans in the 1920s? [9]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalized with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Cinema became an important new element of social life. There were over 100 million visits each week to the cinema. Silent movies dominated the output of the film industry in the 1920s
- Hollywood in Los Angeles became the centre of the USA film industry and the star system developed. Film stars e.g., Rudolf Valentino and Clara Bow influenced the fashion and lifestyle of young people. The Hays Code in 1928 tried to ensure that films were of a suitable moral quality
- Jazz music became very popular among young people. New daring dances like the Charleston were criticized by churches and conservative groups
- Jazz music was linked to the speakeasies. Drinking alcohol and dancing became a popular part of social lives of many young people
- Flappers (fashionable young women) smoked, wore short skirts and held liberal attitudes to relationships. The cinema and jazz music were part of the new lifestyle changes in the USA in the 1920s

Any other valid point

[9]

AVAILABLE
MARKS

8 This question is about the Wall Street Crash: Causes and Consequences.

AVAILABLE MARKS

Target AO1: Recall of knowledge

(a) Below is a list of terms linked to the effects of the Depression on agriculture:

Sharecroppers	Hawley-Smoot Act	Dust Bowl	Eviction	Migrants
---------------	------------------	-----------	----------	----------

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

- (i) Law doubling the tariffs on goods imported into the USA Hawley-Smoot Act
 - (ii) Farmers who moved to other parts of the USA in search of work Migrants
 - (iii) Farmers who did not own the land that they worked on Sharecroppers
 - (iv) Removal of farmers from their farms Eviction
 - (v) Area in the Mid-West where a drought ruined farmland Dust Bowl
- [4]

One mark for each correct answer.
If no answer is correct, award 0.

- (b) (i)** Give **one** reason why the Bonus Army marched to Washington in 1932. [2]

Target AO1: Recall of knowledge
No rewardable material [0]
Reason identified but no development [1]
Reason identified with some development [2]

- Any **one** reason:
- Soldiers who fought in World War One were promised a bonus in 1945. Many former soldiers were experiencing hardship during the Depression and wanted the bonus paid early
 - In 1932, over 15,000 former soldiers called the Bonus Army marched to Washington to ask President Hoover to pay their bonus and to relieve their hardship
- Any other valid point [2]

- (b) (ii) Describe **two** effects of the Depression on the lives of the unemployed. [4]

Target AO1: Recall, select and communicate their knowledge and understanding of history.

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- 25% of the workforce or 14 million were unemployed by 1933. There was no unemployment benefit and the unemployed endured great hardship during the Depression. People had to queue in breadlines for free bread and soup from private charities. Thousands went hungry and $\frac{1}{3}$ of all children in New York were malnourished
- Thousands of unemployed who could not pay their rent or mortgage were evicted. They moved to shanty towns consisting of cardboard and tin huts sarcastically called Hooverilles, situated at the edge of most cities
- Many unemployed tramped the streets looking for work. 2 million hobos travelled illegally on freight trains all over the USA in search of seasonal work. Some tried to make a living by selling coal and apples. There were 6,000 apple sellers in New York in 1932. Some resorted to petty crime, begging and even prostitution

Any other valid point [4]

- (c) (i) Why did the value of shares on Wall Street increase rapidly between 1927 and October 1929? [6]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

AVAILABLE
MARKS

Indicative Content

- The economy prospered during the 1920s and business profits increased. From 1925 onwards more people began to speculate or invest in companies for short term profit. A share-buying craze began in 1927. Between 1927 and 1929 millions of Americans became share speculators. This pushed the value of shares far higher than company profits e.g., Radio shares increased from 94c in March 1928 to 505c in September 1929
- Speculators bought shares 'on the margin' with borrowed money. Speculators could borrow 90% of the share price from banks and stockbrokers and sell the shares later at a profit. This system could only continue if share prices kept increasing. These small investors could not pay back loans if share prices fell
- There was little regulation of the Stock Exchange and the banking system in the 1920s. Share speculation was based on confidence that the economic boom would continue. By October 1929 share prices exceeded company profits and confidence decreased

Any other valid point [6]

- (c) (ii) What actions did President Hoover take to deal with the effects of the Depression? [9]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalized with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Hoover underestimated the length and severity of the Depression. His actions were limited because of his belief in laissez-faire or non-interference of the federal government in economic matters
- He also believed that the Rugged Individualism of Americans would enable them to deal with the effects of the Depression. Hoover underestimated the severity and scale of the Depression. In 1929 he cut taxes by \$130 million to help stimulate investment. This had little effect
- Between 1929 and 1931 he relied on voluntary agreements between employers and workers to prevent unemployment. These actions were ineffective as unemployment increased to 14 million by 1932
- In 1930 the Hawley-Smoot Act increased tariffs by 50%. This aimed to protect American industry and jobs but world trade slowed down as other countries used protectionism
- In 1931 the federal government provided \$423 million for a building programme to provide new jobs e.g., the scheme to build the Hoover Dam on the Colorado River. The money provided was not enough to reverse the increased level of unemployment
- In 1931 Hoover reversed his laissez-faire policy and set up the Reconstruction Finance Corporation. The federal government loaned \$1500 million to help banks and businesses in difficulty. This was seen by many as too little too late and a desperate attempt to win support in the presidential election
- In 1929 Hoover set up the Farm Board with a budget of \$500 million to buy up surplus farm produce and help farmers. The increase in tariffs had a negative effect on agriculture. These actions did little to reverse the problems of low prices faced by farmers. Farm income fell from \$13 billion to \$7 billion between 1929 and 1932

Any other valid point

[9]

AVAILABLE
MARKS

9 This question is about Roosevelt and the New Deal.

AVAILABLE
MARKS

Target AO1: Recall of knowledge

(a) Below is a list of terms linked to the effects of World War Two on the USA

Cash and Carry Act	Conscription	Britain	Lend-Lease	Weapons Production
--------------------	--------------	---------	------------	--------------------

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

- Agreement signed by the USA in 1941 to supply ships to be used against Germany Lend-Lease
 - Introduced in September 1940 to increase the size of the USA army Conscription
 - Law introduced in 1939 allowing countries to buy weapons from the USA Cash and Carry Act
 - Provided thousands of jobs as the USA prepared for war Weapons Production
 - Country that the USA helped by supplying weapons in 1941 Britain
- [4]

One mark for each correct answer.
If no answer is correct, award 0.

(b) (i) Give **one** reason why the Supreme Court opposed the New Deal. [2]

Target AO1: Recall of knowledge
No rewardable material [0]
Reason identified but no development [1]
Reason identified with some development [2]

Any **one** reason:

- The Supreme Court opposed the New Deal because it was the guardian of the American constitution. Its duty was to ensure that the president did not exceed his power in creating New Deal Agencies for all of the USA
- One major reason was that the Supreme Court ruled that the federal government in the New Deal was exceeding its powers in relations with state governments. In 1935 the Supreme Court found the NRA codes unconstitutional in the Sick Chickens Case. In 1936 the Supreme Court declared 16 AAA codes unconstitutional because it ruled that subsidies to farmers could only be made by state governments

- Many of the nine Supreme Court judges were Republican and were unsympathetic to Roosevelt’s active approach in dealing with the effects of the Depression
- Any other valid point [2]

- (b) (ii) Describe one criticism of the New Deal made by each of the following:
- The Republican Party
 - Dr Townsend. [4]

Target A01: Recall, select and communicate their knowledge and understanding of history.

- No rewardable material [0]
- Able to identify a criticism with no development [1]
- Able to identify and describe one criticism [2]
- Apply above criteria to each criticism

Any **two** criticisms:

The Republican Party

- The Republican Party believed in laissez-faire or minimal federal government involvement in economic matters. It opposed the cost of the New Deal and the burden it placed on tax payers. The New Deal cost \$17 billion by 1939
- The Republican Party objected to some of the job-creation agencies as a waste of taxpayers’ money. They criticised the short-term nature of many of the schemes and the WPA for creating ‘boondoggles’ or useless jobs, for example, face painting

Dr Townsend

- Many elderly people had suffered great hardship during the Depression and the New Deal did little to help this group. Dr Townsend wanted the federal government to give people over 60 a pension of \$200 per month
 - This would ease hardship and create demand for goods which would also create jobs. Over 7,000 Townsend Clubs were formed throughout the USA to support Dr Townsend
- Any other valid point [4]

- (c) (i) Why did agriculture and the lives of farmers in the USA change between 1933 and 1939? [6]

Target A02: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

AVAILABLE
MARKS

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The New Deal changed the lives of farmers by increasing farm prices and the incomes of farmers. The Agricultural Adjustment Administration was set up to deal with the problems of over supply and low prices
- The lives of farmers changed because compensation was paid to reduce the amount of crops sown and animals bred. 6 million piglets were killed and millions of acres of cotton and wheat were ploughed up. By 1934 food prices increased, farm debt was halved and farm income increased by 50%. However, many sharecroppers in the southern states lost their livelihood and were forced to migrate to find work in the northern cities. Some sharecroppers and agricultural labourers starved as food was deliberately destroyed to increase prices
- The Farm Credit Administration provided low interest loans to farmers to help them pay off debts. Over 20% of farmers used funds from the FCA to pay off debts
- The lives of unemployed young farmers were changed by the Civilian Conservation Corps which offered work to men aged between 18 and 25 in projects to plant trees to prevent soil erosion. More than 500,000 young men worked in these camps by 1935 building more than 30,000 wild life shelters which benefited the countryside
- Agriculture and the lives of farmers in the Tennessee Valley were changed by the Tennessee Valley Authority in 1933. Farmers benefited from the work of the Tennessee Valley Authority which built 21 dams on the Tennessee River. This controlled water flow and made an area of 40,000 square miles productive again. The building of hydro electric power stations provided cheap electricity. Flooding and soil erosion stopped and agriculture was regenerated. Farm labourers in this area also benefited by getting work as new industries such as chemicals, paper mills, food-processing plants and car factories were set up

- The lives of many farmers changed because the Rural Electrification Administration gave farmers money to increase electricity supply. In 1930, only 10% of farmers had electricity supply. By 1939, with the help of government loans, 40% of farmers had electricity. This improved the quality of life of farmers

Any other valid point. [6]

- (c) (ii) How were the unemployed helped by the New Deal agencies between 1933 and 1939? [9]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalized with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- 13 million were unemployed in 1933 and industrial production had fallen by 50%. Roosevelt called unemployment 'a subtle destroyer of the human spirit'. He had promised that reducing unemployment was a central aim of the New Deal
- The Public Works Administration was a key agency providing work schemes for skilled workers e.g., electricians and engineers. It was led by Harold Ickes and spent \$7 billion on public work schemes between 1933 and 1939. It built 70% of American schools and 35% of American hospitals
- The Works Progress Administration led by Harold Hopkins provided over 2 million jobs each year. It had a much wider range of projects e.g., work for photographers, actors and painters. By 1937 over 20% of Americans workers were employed on WPA schemes. It was criticised for creating 'Boondoggles' or jobs of limited economic value

- The Civilian Conservation Corps provided work on environmental and conservation projects for up to 2.5 million young men under 23. They were given free food, \$1 per day and lived in 13,000 CCC camps all over the USA
- Any other valid point [9]

AVAILABLE
MARKS

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Section B

**AVAILABLE
MARKS**

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

10 This question is about Anglo-Irish Relations before World War Two

Target AO1: Recall of knowledge

(a) Below is a list of terms linked to changes made by de Valera:

Douglas Hyde	Governor General	Taoiseach	Eire	Dail Eireann
--------------	------------------	-----------	------	--------------

Match each term to the correct description. The first one has been done for you.

- (i) Political position representing the British government removed in 1937 Governor General
- (ii) Name given to the Irish Free State after 1937 Eire
- (iii) Name given to the Irish parliament after 1937 Dail Eireann
- (iv) First President elected in 1937 Douglas Hyde
- (v) Name given to the prime minister after 1937 Taoiseach [4]

One mark for each correct answer.
If no answer is correct, award 0.

- (b) (i) Give **one** reason for the Economic War in 1932. [2]

Target AO1: Recall of knowledge

No rewardable material [0]

Reason identified but no development [1]

Reason identified with some development [2]

Any **one** reason:

- De Valera stopped paying land annuities worth £5 million per year
- De Valera wanted the Irish Free State treated the same as Northern Ireland which had been allowed to keep its land annuities

- Britain was angry and imposed a tariff of 20% on imports from the Irish Free State
 - De Valera retaliated by putting a tax of 20% on imports from Britain
- Any other valid point [2]

(b) (ii) Describe **two** effects of the Economic War on Eire. [4]

Target AO1: Recall, select and communicate their knowledge and understanding of history.

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- The Eire government benefited as it kept the £5 million in land annuities collected from Irish farmers
 - Over 90% of Ireland's exports were agricultural. Farmers suffered because they could not sell cattle. Cattle prices fell and many cattle farmers went bankrupt. £48 million in trade was lost
 - There was a shortage of coal and steel as raw material imports from Britain were very expensive
 - A Coal-Cattle Pact in 1935 reduced taxes and increased trade in these two commodities
 - Ireland had a balance of payments crisis by 1935
- Any other valid point [4]

(c) (i) Why did Eire remain neutral at the outbreak of World War Two? [6]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Some people in Eire had sympathy for Germany. Neutrality was popular and de Valera wanted to protect the people of Eire from the hardship of war
- Eire remained neutral because it wanted to assert its independence from Britain in foreign policy
- Eire had a small army and air force and no navy. It could not afford to rearm
- As Eire was part of the British Commonwealth, it expected Britain to protect her

Any other valid point [6]

- (c) (ii) How did the Anglo-Irish Agreement of 1938 change relations between Eire and Britain? [9]

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalized with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The British Prime Minister, Neville Chamberlain wanted to improve relations with de Valera and Eire in the event of a possible war with Germany. Ending the Economic War was an important step in improving relations between the two countries

- The Anglo-Irish Agreement improved trade links. All taxes placed on British goods sold in Eire and Irish exports to Britain were removed as the Economic War ended
- Eire agreed to pay £10 million as a final settlement for the land annuities owed to Britain. This ended resentment in Eire about the payment of land annuities to Britain
- Britain agreed to remove its troops and ships from the three naval bases of Berehaven, Lough Swilly and Cobh. These were returned to Eire. This broke another symbolic link between the two countries and marked another step in the dismantling of the Anglo-Irish Treaty
- The return of the Treaty Ports reinforced Eire's independence. However, groups in Britain and Northern Ireland led by Churchill criticized it. They argued that the loss of the Treaty Ports would weaken Britain's western defences in the event of war against Germany

Any other valid point

[9]

11 This question is about the Effects of World War Two in Northern Ireland.

AVAILABLE MARKS

Target AO1: Recall of knowledge.

(a) Below is a list of terms linked to the role played in the war effort by agriculture and industry in Northern Ireland.

Harland and Wolff	Tillage	Flax	Short and Harland	Land Girls
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Match **each** term to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Crop grown to provide material for making army uniforms Flax
 - (ii) Factory in Belfast which built ships for the Royal Navy Harland and Wolff
 - (iii) They worked on farms during the war Land Girls
 - (iv) Factory in Belfast producing planes for the Royal Air Force Short and Harland
 - (v) System of agriculture that produced cereal crop Tillage
- [4]

One mark for each correct answer.
If no answer is correct, award 0.

(b) (i) Give **one** reason why Britain won the Battle of Britain in 1940. [2]

Target AO1: Recall of knowledge
No rewardable material [0]
Reason identified but no development [1]
Reason identified with some development [2]

Any **one** reason:

- In Operation Sea Lion, Hitler planned an attack using the German air force as the first stage in the invasion of Britain. Hitler delayed the attack from June to August 1940. This gave time for the RAF to increase the number of fighter planes before the Battle of Britain from 446 in June 1940 to 704 in August when the Battle of Britain took place
- The RAF was reorganized into Fighter, Coastal and Bomber Command. The development of a chain of radar stations along the south coast of England enabled it to spot approaching enemy air craft in the English Channel

- The skill and bravery shown by the RAF pilots of the Spitfire and Hurricane fighter planes was another factor in Britain's victory. From 12th to 18th August, 225 German and 117 British planes were lost in aerial battles over the English Channel and the South of England. Churchill referred to them as 'The Few' and stated that the Battle of Britain was "Britain's finest hour"
 - Hitler's tactics also help explain Germany's defeat in the Battle of Britain. The decision to start bombing London meant a scaling down of the battle to gain control of the skies. Hitler cancelled plans to launch a sea invasion in October 1940
- Any other valid point [2]

- (b) (ii) Describe **one** way in which **each** of the following helped in the war effort:
- Naval bases in Northern Ireland
 - Air bases in Northern Ireland.
- [4]

Target AO1: Recall, select and communicate their knowledge and understanding of history.

No rewardable material [0]

Able to identify way with no development [1]

Able to identify and describe one way [2]

Apply above criteria to each way

Any **two** ways:

Naval bases in Northern Ireland

- Naval bases in Northern Ireland played a big part in the Battle of the Atlantic which ensured the safety of convoys bringing supplies of food and weapons to Britain. The port at Londonderry/Derry was the biggest base in the United Kingdom for warships protecting merchant ships
- The naval bases at Londonderry/Derry played an important role in keeping American ships and accommodating American troops before the D Day landings
- At the end of the war, 43 German U boats surrendered at Lisahally near Londonderry/Derry

Air bases in Northern Ireland

- The RAF played a vital role against the threat from U boats in the Battle of the Atlantic. Eight air bases in Northern Ireland provided the most westerly bases for Britain to deal with the U boat menace in the Battle of the Atlantic. In 1943 planes from Northern Ireland air bases sank 18 German U boats
- Many Coastal Command squadrons were based at Castle Archdale in Fermanagh. The Castle Archdale air base was also ideal for flying boats. These used the Donegal Air Corridor in their mission to protect Allied convoys. The German warship, the Bismarck was sunk by planes using Castle Archdale as a base

Any other valid point [4]

(c) (i) Why was Belfast so badly damaged during the Blitz of 1941? [6]

AVAILABLE
MARKS

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Belfast experienced four raids from the German air force in April and May 1941. Over 150 German bombers attacked Belfast. German bombers planned to target the docks but mistook their target and bombed the area around the waterworks. There was dense housing close to some potential industrial targets. 955 people were killed, 2,400 were injured and 100,000 made homeless
- There was complacency about evacuation and blackout procedures in Belfast. Few people believed that Belfast would be a target
- Defence preparations were inadequate. In June 1940 only 4,000 of the 60,000 households in Belfast entitled to Anderson shelters had received them
- There were only 22 anti-aircraft guns and a few fighter planes. The Germans attacked when there was a full moon and were able to see their targets

Any other valid point [6]

- (c) (ii) How did de Valera enforce the policy of neutrality in Eire during World War Two? [9]

AVAILABLE
MARKS

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalized with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Eire remained neutral and de Valera tried to take a neutral stance on the war. News bulletins gave factual reports of the war and no weather forecasts were given to avoid helping either side
- De Valera resisted British attempts to persuade him to join the war e.g., the promise to end partition
- Eire adopted a policy of Benevolent Neutrality which favoured Britain and the Allies. Allied airmen who crashed in Eire were allowed to go back to Britain while German airmen were imprisoned
- During the Belfast Blitz in April 1941, De Valera sent fire engines to Belfast
- 42,000 Irish citizens joined the British army and thousands worked in British munitions factories
- De Valera allowed Allied planes to use the Donegal Air Corridor as a short cut on missions to patrol the Atlantic
- De Valera called to the American and German embassies in Dublin in 1945 to express sympathy on the deaths of Roosevelt and Hitler

Any other valid point [9]

12 This question is about Post-War Social and Political Changes

AVAILABLE MARKS

Target AO1: Recall of knowledge

(a) Below is a list of terms linked to Eire after World War Two.

Industrial Development Authority	Coal	The Emergency	Clann na Poblachta	Emigration
----------------------------------	------	---------------	--------------------	------------

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

- (i) Political party set up in 1946 to try and improve the economy Clann na Poblachta
 - (ii) Vital fuel that was scarce in Eire Coal
 - (iii) Leaving Eire to find work in Great Britain Emigration
 - (iv) Organisation set up to help develop industry in Eire Industrial Development Authority
 - (v) Name given by de Valera to the economic difficulties in Eire in 1947 The Emergency
- [4]

One mark for each correct answer.
If no answer is correct, award 0.

- (b) (i)** Give **one** reason why the Ireland Act was introduced in 1949 [2]

Target AO1: Recall of knowledge
No rewardable material [0]
Reason identified but no development [1]
Reason identified with some development [2]

- Any **one** reason:
- The British government had to react to the Declaration of the Republic to clarify its relationship with the Republic of Ireland
 - The British government wanted to give assurances to the unionists that their position in the United Kingdom was secure
- Any other valid point [2]

(b) (ii) Describe **one** effect of the Declaration of the Republic, 1949 on relations between each of the following:

- Eire and Great Britain
- Unionists and nationalists in Northern Ireland. [4]

Target AO1: Recall, select and communicate knowledge and understanding of history.

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe differences in effects [2]

Apply above criteria to each effect

Any **two** reactions:

Eire and Great Britain

- Eire left the Commonwealth and became a republic. Britain accepted the Declaration of the Republic calmly as the last stage in removing Britain's links with Eire though Atlee expressed sadness at the decision
- Atlee, the British Prime Minister, recognised the special links between the two countries. People from the Republic of Ireland did not require a passport or work permit to live in Britain and could vote in British elections. A similar arrangement was made for British citizens living in the Republic of Ireland
- After the Declaration of the Republic, Britain introduced the Ireland Act in 1949 to give a constitutional guarantee that Northern Ireland would remain part of the United Kingdom as long as the majority of people wanted this
- The government of the Republic of Ireland reacted angrily at the Ireland Act because it made the prospect of Irish unity more remote

Unionists and Nationalists in Northern Ireland

- Nationalists in Northern Ireland were angry at the Declaration of the Republic. They were not allowed to sit in the Dail and felt abandoned by the Republic of Ireland
- Unionists in Northern Ireland were angry at the Declaration of the Republic and felt threatened. Lord Brookeborough held an election in 1949 to strengthen the unionist control on Northern Ireland
- Nationalists were angry and contested the 1949 election as the Anti-Partition League. The Nationalists realised that the Declaration of the republic made the chances of ending partition more remote

Any other valid point [4]

AVAILABLE
MARKS

(c) (i) Why did people in Northern Ireland have differing attitudes to the introduction of the Welfare State?

[6]

AVAILABLE
MARKS

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

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

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Less well-off people supported the Welfare State because it addressed many of their social and health issues
- Nationalists regarded the Labour government as more sympathetic. The Unionist government at Stormont was hostile to the socialist principles of the Labour government
- Many doctors opposed the Welfare State at first. They believed that their professional independence would be undermined
- Middle class people were concerned that increased taxes would be used to fund the Welfare State

Any other valid point

[6]

- (c) (ii) How did the Welfare State affect the lives of people in Northern Ireland by 1949? [9]

AVAILABLE
MARKS

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalized with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The National Health Service was established in July 1948. Free prescriptions, medical, dental and optical treatment led to an improvement in health standards
- By 1962 Northern Ireland had the lowest death rate in the United Kingdom. Diseases such as tuberculosis and polio were almost totally eradicated
- Improved benefits such as family allowance and sickness benefits improved the quality of life for the poorest groups
- A Housing Trust was set up to build houses using central government money. Orlits and Housing Trust estates e.g., the Woodlands at Gilford were built
- Education reform increased standards and provision of education. Compulsory school attendance was increased to 15. Grammar school education was free to all students who passed the 11+ examination

Any other valid point [9]

Option 5: Changing Relationships: Britain, Northern Ireland and Ireland, 1965-1985

AVAILABLE MARKS

13 This question is about Northern Ireland in the 1960s and its relations with the Republic of Ireland

Target AO1: Recall of knowledge

(a) Below is a list of names linked with Northern Ireland in the 1960s.

William Craig	UVF	People's Democracy	Reverend Ian Paisley	RUC
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Match **each** name to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Member of O'Neill's government William Craig
- (ii) Police force in Northern Ireland RUC
- (iii) Unionist leader who opposed O'Neill Reverend Ian Paisley
- (iv) Loyalist organisation banned by O'Neill in 1966 UVF
- (v) Civil rights organisation People's Democracy

One mark for each correct answer.
If no answer is correct, award 0.

(b) (i) Give **one** action taken by O'Neill to improve the economy of Northern Ireland. [2]

Target AO1: Recall of knowledge
No rewardable material [0]
Action identified but no development [1]
Action identified with some development [2]

Any **one** action:

- He invested £900 million in the economy
- Multinational firms such as Dupont, Grundig and ICI were attracted to Northern Ireland. O'Neill offered investment grants and tax allowances to get them to set up in Northern Ireland
- He established an Economic Council, led by Brian Faulkner. A Ministry of Development was created in January 1965, to drive economic revival
- A new city was established called Craigavon, in the Lurgan-Portadown area
- A new university was developed in Coleraine
- A number of railway lines were closed down in an attempt to make the railway system more efficient
- A new airport was under development

- The construction of a new motorway system was begun
 - Links with the Republic of Ireland resulted in the signing of an agreement on the supply of electricity from the South
- Any other valid point [2]

- (b) (ii) Describe **two** actions taken by unionists to oppose O'Neill's policies in Northern Ireland in the 1960s.

Target AO1: Recall, select and communicate their knowledge and understanding of history

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe an action taken to oppose O'Neill [2]

Apply above criteria to each action

Any **two** actions

- Faulkner condemned O'Neill's failure to consult his Cabinet over the Lemass visit in 1965
- Plot against O'Neill by backbench MPs 1966
- Paisley and supporters snowballed Jack Lynch's car during Stormont visit, 1967
- William Craig's condemnation of O'Neill following Five Point Reform Programme 1968
- Faulkner and another cabinet member resigned in protest at Cameron Commission, 1969
- 12 Unionist MPs called for O'Neill's resignation, 1969
- Paisley stood against O'Neill during Crossroads Election, February 1969
- Loyalist bombing campaign, April 1969

Any other valid point [4]

- (c) (i) Why did nationalists in Northern Ireland support the civil rights movement?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period included

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omissions and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain the issue or event studied, with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Anger at unionist discrimination – e.g. housing allocation by local councils, allocation of government jobs, over voting for council elections
- Encouraged by a new generation of educated Catholics who were not convinced that O'Neill meant to bring about real change
- Inspiration from the US civil rights movement led by Martin Luther King. Its methods of civil disobedience were very successful
- Not satisfied with O'Neill's symbolic gestures towards Catholics and a feeling that his policies favoured unionists e.g. the naming of the new city of Craigavon
- Inspired by the self-confidence of Catholics elsewhere – e.g. John F. Kennedy became the first Catholic President of the USA
- Unhappy with the performance of the Nationalist Party
- Impact of post-war education reforms

Any other valid point

[6]

- (ii) How did O'Neill attempt to improve relations with nationalists in Northern Ireland and the Republic of Ireland?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

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

Level 1 ([1]-[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

AVAILABLE
MARKS

Nationalists in Northern Ireland

- Visited Cardinal Conway
- Sent condolences on the death of Pope John XXIII
- Visited Catholic schools and hospitals
- Increased financial support to Catholic schools and hospitals
- Declared the UVF illegal after it murdered two Catholics in 1966

The Irish Republic

- Invited Taoiseach Sean Lemass to Stormont in January 1965
- Return visit to Dublin to visit Lemass 4 weeks later - discussed economic cooperation on issues like tourism and electrical link-ups
- Lemass' successor, Jack Lynch visited Northern Ireland in December 1967

Any other valid point

[9]

14 This question is about the Escalation of Political and Civil Unrest

AVAILABLE MARKS

(a) Below is a list of words linked with the escalation of political and civil unrest in Northern Ireland

Brian Faulkner	Downing Street Declaration	Falls Road Curfew	Edward Heath	Stormont
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) House-to-house search for weapons in Belfast in 1970 Falls Road Curfew
- (ii) British Prime Minister who introduced Direct Rule Edward Heath
- (iii) Unionist Prime Minister of Northern Ireland Brian Faulkner
- (iv) Northern Ireland parliament suspended in 1972 Stormont
- (v) A British government response to the violence of 1969 Downing Street Declaration

[4]

One mark for each correct answer.
If no answer is correct, award 0.

- (b) (i) Give **one** reason for the formation of the Provisional IRA . [2]

Target AO1: Recall of knowledge
No rewardable material [0]
Reason identified but no development [1]
Reason identified with some development [2]

Any **one** reason:

- The “Official” IRA had done little to protect Catholics in Belfast from attacks from loyalists and the police in the summer of 1969. They were called the I Ran Away army. As a result, the Provisional IRA emerged in Belfast
- To achieve a united Ireland
- To win civil rights for Catholics
- To destroy the Stormont government
- To drive British troops out of Northern Ireland

Any other valid point [2]

- (ii) Describe **two** ways in which violence increased during the summer of 1969.

Target AO1: Recall, select and communicate their knowledge and understanding of history

No rewardable material [0]

Able to identify a way with no development [1]

Able to identify and describe a way in which violence increased [2]

Apply above criteria to each way

Any **two** events

- Sectarian violence in Belfast. Over 3500 (mostly Catholic) families were driven from their homes after attacks by loyalists. 7 were killed
- Battle of the Bogside in Derry/Londonderry. Violence followed the annual Apprentice Boys parade in August. 50 hours of violence followed between rioters and the police

Any other valid point

[4]

- (c) (i) Why did nationalist attitudes towards the British army change between 1969 and 1971?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period included

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omissions and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain the issue or event studied, with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- August 1969, nationalists welcomed British troops at first. Soldiers were given tea and sandwiches by women in Catholic areas of Belfast and Derry
- Relationship worsened following emergence of the Provisional IRA

- Falls Road Curfew, July 1970 lasted 34 hours when house-to-house arms searches were carried out by the British Army. This almost certainly weakened the good relationship that had existed between the army and the nationalists in Belfast
- Internment was introduced in August 1971. It targeted mostly nationalists. Since the army helped to carry out internment, their reputation with nationalists suffered
- The army were always likely to struggle to play a policing role, a role for which they were not trained

Any other valid point [6]

(ii) How did people in Northern Ireland respond to each of the following:

- Internment
- Bloody Sunday, January 1972?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Internment

- Nationalists were outraged at what they saw as an abuse of their civil rights
- A dramatic increase in the levels of violence, for which the IRA were mostly responsible
- A rent and rates strike was organised by the SDLP and the Republican Labour Party
- The SDLP and the Republican Labour Party urged nationalist withdrawal from local government
- Internment became the focus for a new civil rights campaign and led to anti-internment protests in early 1972, such as at Magilligan Internment Camp and Bloody Sunday in Derry/Londonderry

- The UDA were formed in September 1971, in response to the IRA violence, and bombed McGurk's Bar in Belfast, killing 15 people
- Many unionists saw internment as an unpleasant but necessary way of dealing with the IRA
- Faulkner, the unionist Prime Minister, had to admit that he had not caught the leading members of the Provisional IRA despite internment – they had “escaped the net”

Bloody Sunday, January 1972

- Immediate displays of grief and anger
- Claims that the victims were totally innocent and hadn't provoked the Parachute Regiment
- Demands for an official inquiry
- Catholic hostility to the State increased with rioting in nationalist areas
- IRA recruitment increased. The IRA stepped up its bombing campaign
- Unionists believed the victims weren't totally innocent and that the Parachute Regiment had been provoked
- In response to the IRA violence following Bloody Sunday, the Ulster Vanguard was set up to coordinate traditional loyalist groups

Any other valid point

[9]

15 This question is about The Search for a Solution

AVAILABLE MARKS

(a) Below is a list of names linked with the search for a solution.

Margaret Thatcher	SDLP	Gerry Adams	Ulster Workers' Council	Brian Faulkner
-------------------	------	-------------	-------------------------	----------------

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

- (i) Unionist politician who led the Power-Sharing Executive Brian Faulkner
- (ii) Group which led opposition to power-sharing in 1974 Ulster Workers' Council
- (iii) British Prime Minister who signed the Anglo-Irish Agreement Margaret Thatcher
- (iv) Sinn Fein politician first elected MP in 1983 Gerry Adams
- (v) Political party which supported power-sharing SDLP

One mark for each correct answer.
If no answer is correct, award 0.

(b) (i) Give **one** reason why republican prisoners went on hunger strike in 1980 and 1981.

Target AO1: Recall of knowledge
No rewardable material [0]
Reason identified but no development [1]
Reason identified with some development [2]

Any **one** reason:

- To restore Special Category Status
- Hunger strikes were a traditional republican tactic which had worked in the past
- Previous attempts to win back Special Category Status – such as the Blanket Protest and the Dirty Protest – had failed
- The 1981 Hunger Strike took place because republican prisoners were angry at not receiving the concessions that they thought they had won after the 1980 Hunger Strike

Any other valid point [2]

(ii) Describe **two** reactions of nationalists to the Hunger Strike of 1981.

Target AO1: recall, select and communicate their knowledge and understanding of history.

No rewardable material [0]

Able to identify a reaction with no development [1]

Able to identify and describe a nationalist reaction to the Hunger Strike of 1981 [2]

Apply above criteria to each reaction

Any **two** reactions:

- 61 died in violence during the Hunger Strike
- Bobby Sands, IRA commander in the H-Block, was elected MP for Fermanagh-South Tyrone as an anti H-Block candidate
- The funerals of Bobby Sands and others who died as part of the Hunger Strike were attended in large numbers
- Bobby Sands' election agent was elected as MP for Fermanagh-South Tyrone after Sands' death
- Gerry Adams was elected Sinn Fein MP for West Belfast in 1983 and Sinn Fein's vote in elections increased significantly
- Increased support for Sinn Fein

Any other valid point [4]

(c) (i) Why did unionists oppose the Power-Sharing Executive?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period included.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will be vague and general giving few reasons for the issue or event studied. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omissions and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will explain the issue or event studied, with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative content

- Most unionists were against the “Irish Dimension”, the attempt to give the Irish Republic an influence in the running of Northern Ireland
- There was anger at being left out of the process, Anti Power -Sharing unionists weren’t invited to form part of the Executive and weren’t invited to Sunningdale
- Many unionists felt power-sharing was undemocratic. The nationalist minority had no right to sit in government
- Many unionists felt power should not be shared with those who were not loyal to the Union

Any other valid point [6]

(ii) How did unionists respond to the Anglo-Irish Agreement of 1985?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]-[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]-[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- A huge protest rally at Belfast’s City Hall. At least 100,000 took part
- All 15 unionist MPs resigned from the British parliament
- “Ulster Says No” campaign – including “Day of Action” – took place. Much of Northern Ireland was brought to a standstill, using peaceful protest. In some places violence broke out
- Bonfires burned puppets of Margaret Thatcher and leading members of the Irish government. Slogans appeared in loyalist areas criticising Margaret Thatcher and the RUC
- A campaign of civil disobedience began, involving measures like shunning British ministers and the refusal to set rates in unionist council areas

- Marches to the headquarters of the Anglo-Irish Secretariat at Maryfield
 - Loyalist attacks on the RUC in 1986 and 1987, when it seemed as if the non-violent campaign was having little impact
- Any other valid point [9]

AVAILABLE
MARKS

New
Specification



Rewarding Learning

**General Certificate of Secondary Education
2010**

History

Unit 1: Studies in Depth

Higher Tier

[GHY12]

WEDNESDAY 2 JUNE, MORNING

**MARK
SCHEME**

Section A

AVAILABLE
MARKS

Option 1: Germany, 1918-1941

1 This question is about the aftermath of World War One and the Weimar Republic.

- (a) Give **two** ways in which the Weimar government was threatened by violent opposition between 1919 and 1923.

Target A01: Recall of knowledge

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

Any **two** ways:

- Spartacist Rising – Jan 1919
- Kapp Putsch – March 1920
- Red Rising in the Ruhr
- Political assassinations e.g. Walter Rathenau
- Munich Putsch – 1923

Any other valid point

[2]

- (b) How did the Weimar government deal with the hyperinflation crisis between 1923 and 1924?

Target A02: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 [1]

Answers will address the question in a general way. Limited relevant detail will be included. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- Stresemann got striking workers to end passive resistance, thus getting production going again
- Germany started paying reparations again which led to the French leaving the Ruhr
- A new currency, the Rentenmark, and a new national bank were established
- The Dawes Plan allowed Germany to pay reparations over a longer period of time

- It also brought in loans from the USA which provided investment for German businesses

Any other valid point [5]

- (c) In what ways was Germany affected by World War One and the Treaty of Versailles by 1921?

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([3]-[4])

Answers will include more detail linked to the question. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- A new democratic republic had come into existence
- World War One had placed a great strain on the German economy
Germany was in debt; there was unemployment and food shortages
- Treaty of Versailles, signed at the Paris Peace Conference after World War One, demanded that Germany pay reparations to pay for war damage
- In 1921, the sum of £6,600 million was agreed.
- Germany also lost 10% of its land which contained 16% of its coalfields and half its iron and steel industry
- The Treaty had placed limits on the size of the German armed forces
e.g. the army was restricted to 100,000 soldiers

Any other valid point [6]

- (d) Explain why support for Hitler and the Nazis changed between 1924 and January 1933. In your answer refer to the bullet points and use other relevant knowledge.

- Policies and actions of the Nazis between 1924 and 1929
- Political and economic effects of the Depression

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Policies and actions of the Nazis, 1924-29

- After the failure of the Munich Putsch, the Nazis decided to concentrate on using political methods to get into power
- Hitler used his trial for propaganda purposes, ensuring the Nazi message reached a large audience
- Wrote Mein Kampf while in prison, outlining main ideas
- Began to campaign for votes: put up posters, Hitler spoke at meetings and rallies
- Reorganised the party by establishing the gauleiter system
- Set up Hitler Youth to indoctrinate young people in Nazi ideas
- Continued to use SA violence in the background to break up meetings of political opponents

Political and economic effects of the Depression

- Wall Street Crash in USA led to the withdrawal of loans to Germany and demands for repayments led to an economic depression. Businesses closed, unemployment grew, banks collapsed
- The Weimar government couldn't decide how to deal with this and the crisis continued – unemployment reached a high of 6 million
- Nazis seemed to be the only party that was offering a solution to all Germans for the problems caused by the Depression
- Hitler's use of propaganda, especially his appearances at meetings and rallies, made people think that he really cared and made his ideas known throughout Germany
- 'Hitler over Germany' campaign ensured Hitler got to meet and speak to thousands of Germans in person
- The Nazis promised to abolish the Treaty of Versailles, end unemployment and make Germany great again. Hitler promised "Bread and Work"
- Their message appealed to a lot of Germans who had become disillusioned with democracy – viewed it as a weak political system and looked towards a strong leader

Any other valid point

[12]

2 This question is about Nazi Germany, 1933-1939.

- (a) Give **two** ways in which the lives of German workers were affected by Nazi economic policies between 1933 and 1939.

Target A01: Recall of knowledge

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

Any **two** ways:

- Trade unions were abolished
- Trade unions were replaced by the DAF
- Workers had to work longer hours
- Workers were not allowed to leave their jobs without permission
- RAD was established and was made compulsory for all men aged 18-25.
- Incentives were offered to workers through Strength Through Joy (KDF) programme

Any other valid point [2]

- (b) How did the Nazis attempt to bring the churches in Germany under control between 1933 and 1939?

Target A02: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 [1]

Answers will address the question in a general way. Limited relevant detail will be included. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- Signed a Concordat with the Catholic Church. It would stay out of politics in return for the Nazis promising to let services, youth groups and schools continue to operate
- German Reich Church was established to control all Protestant churches. It was led by Bishop Ludwig Müller
- German Faith Movement was a Nazi Church based on pagan beliefs – main symbol was a swastika

Any other valid point [5]

- (c) How did Hitler and the Nazis change the lives of young people between 1933 and 1939?

Target A02: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and uses the rules of grammar with limited accuracy.

Level 2 ([3]-[4])

Answers will include more detail linked to the question. Spelling, punctuation and uses the rules of grammar with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and uses the rules of grammar with consistent accuracy.

Indicative Content

- Youth groups were established to control the leisure time of young people
- Boys were taught to fire a gun and to march in the Hitler Youth
- Girls were taught how to look after a home and about bringing up children in the League of German Maidens
- There was an emphasis on physical fitness for both boys and girls
- School subjects were altered. Religion was not taught but there was an increased emphasis on PE, History, Race Studies and Biology
- Teachers had to belong to Nazi Teachers' League and had to promote Nazism at all times
- Order Castles and Adolf Hitler Schools were established to train future leaders

Any other valid point [6]

- (d) Explain how the Nazis increased their control over Germany from 1933 to 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Consolidation of power, 1933-34
- Propaganda and censorship

Target A02: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

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

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Consolidation of Power, 1933-34

- Fire in Reichstag building in February 1933 was blamed on the communists after a communist, Marinus van der Lubbe, was arrested
- Hitler claimed that this meant that communists couldn't be trusted to uphold the government
- President Hindenburg was persuaded to pass the Law for the Protection of People and State which gave emergency powers to have anyone suspected of plotting against the government arrested and imprisoned without trial
- Law for the Protection of People and State was used to arrest communists
- Enabling Law was passed with help of Centre Party. This allowed Hitler to pass laws without consulting the Reichstag or President for four years
- Enabling Law was used to ban trade unions and bring in legislation against the Jews
- One-party State was established in July 1933
- Hitler felt that the SA had grown too large and unruly. He was also suspicious of the motives of their leader, Ernst Röhm who wanted to take the Nazis in a more socialist direction
- During the Night of the Long Knives the SS were sent to kill 200 SA members, including their leader
- The army had seen the SA as rivals and had looked down on their thuggish behaviour. The army was pleased with Hitler's action against the SA. When Hitler became Führer after the death of President Hindenburg, the army swore an oath of loyalty to him

Propaganda and Censorship

- The Ministry of Propaganda and Enlightenment headed by Joseph Goebbels controlled what could be printed in newspapers
- Propaganda films were made by the Nazis and shown in cinemas
- Parades and rallies were held at different stages of the year to glorify Germany, Hitler himself or important anniversaries e.g Nuremburg rallies
- Foreign radio stations could not be picked up and many pro-Nazi radio broadcasts were made. The People's Receiver was created so that people could buy their own sets and listen to official broadcasts at home. Loudspeakers were put up in public places so that everyone could listen
- Listening to foreign radio stations was banned
- Books that were deemed unsuitable by the Nazis were burned

- Hitler disliked developments in modern art e.g., Cubism which he termed degenerate art
- Any other valid point [12]

3 This question is about Nazi Policies and Actions in Europe, 1933-1941.

- (a) Give **two** ways in which the Nazis broke the terms of the Treaty of Versailles between 1933 and 1935.

Target A01: Recall of knowledge

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

Any **two** ways:

- Rearmament
- Announced conscription in 1935
- Brought numbers in army up to 400,000
- Signed Anglo-German Naval Agreement allowing Germany's navy to reach 35% of the size of the British navy
- Luftwaffe was created

Any other valid point [2]

- (b) How were the Nazis able to remilitarise the Rhineland in 1936?

Target A02: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 [1]

Answers will address the question in a general way. Limited relevant detail will be included. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- Marched 22,000 police and 15,000 soldiers into the Rhineland in 1936
- Hitler was uncertain; troops had orders to turn back if confronted
- Britain was sympathetic to Germany's claim that the Treaty of Versailles was too harsh
- France was too weak to take action without Britain's help
- This policy of appeasement followed by Britain and France allowed Hitler to remilitarise the Rhineland

Any other valid point [5]

(c) How did Germany gain control of the Sudetenland in 1938?

Target A02: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and uses the rules of grammar with limited accuracy.

Level 2 ([3]-[4])

Answers will include more detail linked to the question. Spelling, punctuation and uses the rules of grammar with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and uses the rules of grammar with consistent accuracy.

Indicative Content

- The Sudeten Nazis, under their leader Heinlein, stirred up trouble and claimed that the Czechs were mistreating the Germans
- Hitler stated that he would declare war if the areas of the Sudetenland that were more than 50% German were not given to Germany
- Britain and France were following a policy of appeasement and wanted to avoid war. The British Prime Minister, Chamberlain, met Hitler three times to persuade him to compromise. Hitler raised his claim to all of the Sudetenland
- At the Munich Conference in September 1938, Hitler promised that the Sudetenland would be his final demand. France, Britain, Italy and Germany signed the Munich Agreement which gave Germany the Sudetenland. Czechoslovakia and the USSR were not consulted

Any other valid point

[6]

(d) Explain why Germany went to war in Europe between 1939 and 1941. In your answer refer to the bullet points and use other relevant knowledge.

- German actions, 1939
- Invasion of the USSR, 1941

Target A02: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

German actions, 1939

- When the Germans took the Sudetenland they gained control of Czechoslovakia's border defences. This made it easier for them to target the rest of the country which Hitler wanted for lebensraum
- When Germany invaded Czechoslovakia in March 1939, Britain and France took no action but did give a guarantee to Poland, promising to help if it was invaded
- Hitler detested the Polish Corridor which split German territory in two and he also wanted to regain control of the port of Danzig. The invasion of Poland was part of his quest for lebensraum and he also believed the Poles were racially inferior
- Although Britain and France had given a guarantee to Poland, Hitler invaded anyway
- Britain and France then declared war
- Hitler had signed the Nazi-Soviet Pact in August 1939. This enabled him to take Western Poland

Invasion of the USSR, 1941

- Even though Hitler had signed the Nazi-Soviet Pact he always intended to invade the USSR
- He wanted lebensraum and access to the USSR's raw materials
- He believed that the Russian Slavs were racially inferior
- He hated communism
- By June 1941 Germany had successfully invaded most of Western Europe. He had failed to invade Britain as the Luftwaffe had lost the Battle of Britain
- The USSR had performed badly in their Winter War against Finland
- Decided the time was right to invade the USSR through Operation Barbarossa

Any other valid point

[12]

4 This question is about The End of Tsarism and the 1917 Revolutions

- (a) Give **two** reasons why Rasputin was unpopular in Russia by 1916. [2]

Target AO1: Recall of knowledge

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

Any **two** reasons:

- Rasputin had gained too much influence with the Tsar and Tsarina
- There were rumours about Rasputin's personal life
- Rasputin's behaviour damaged the reputation of the Romanovs
- Rasputin exercised political influence over the Tsarina and this led to political instability
- The aristocracy resented being displaced as the Tsar's main adviser by a low-born monk.

Any other valid point [2]

- (b) How did the policies of the Provisional Government cause it to lose support by October 1917? [5]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 ([1])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The decision to continue Russia's involvement in World War One was very unpopular. There was no improvement in quality of leadership, supply of weapons or morale. The June Offensive in 1917 failed. There were high casualties, mass desertion and a breakdown of discipline

- The Provisional Government delayed granting peasants their land. It feared a breakdown of law and order in the countryside and desertion from the army. Many members of the Provisional Government were property owners. They believed that issues of compensation and legality of land transfer should be left for the Constituent Assembly. By the autumn of 1917 law and order in the countryside broke down as peasants and returning soldiers seized land from the landlords
 - The decision to continue the war worsened Russia's economic problems. High inflation, food shortages and unrest in factories led to a loss of support from workers and the middle class
- Any other valid point [5]

(c) How did support for Lenin and the Bolsheviks increase in Russia between April and October 1917? [6]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Lenin played a key role in increasing support for the Bolsheviks. On Lenin's return to Russia in 1917 he published the April Theses which called for the immediate overthrow of the Provisional Government. Its key slogans 'Peace, Bread and Land' aimed to win the support of soldiers, workers and peasants
- Lenin promised the peasants land and an end to the unpopular war. The Mensheviks and SRs were compromised by their support for the war and cooperation with the Provisional Government. The Bolsheviks were the only revolutionary group to consistently oppose the Provisional Government. The Soviet was the vehicle used by the Bolsheviks to seize power. Lenin's slogan had been 'All Power to the Soviets'. By September 1917 the Bolsheviks controlled the Petrograd Soviet
- During the Kornilov Revolt in August 1917 the Bolshevik Red Guard was armed and prevented Kornilov and the army from entering Petrograd. The Bolsheviks were hailed as the saviours of Petrograd. The Red Guard was central to the Bolshevik plan to seize power in the October Revolution

- Lenin, in exile in Finland, called for the overthrow of the Provisional Government. Lenin used all his powers of argument to persuade a reluctant Bolshevik leadership to support an immediate overthrow of the Provisional Government before elections to the Constituent Assembly in November and meeting of the All Russian Congress of Soviets in late October. Lenin knew that the Bolsheviks would not have overall control of either and needed to act immediately. Lenin even threatened to resign but his ideas were accepted
 - Trotsky also played an important part in the immediate background to the October Revolution. He led the Military Revolutionary Committee which organised and planned the take-over of key buildings and places of strategic importance in Petrograd. The Provisional Government put up little resistance
- Any other valid point [6]

(d) Explain how World War One caused the downfall of Tsar Nicholas II in February 1917. In your answer refer to the bullet points and use other relevant knowledge

- Military and political effects of the war
- Effects of the war on the economy and people in Russia [12]

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Military and political effects of the war

- The Russian army was defeated at Tannenberg and the Masurian Lakes in 1914 and the Brusilov Offensive in 1916 failed
- The German army was better organised and equipped. There were shortages of artillery, ammunition, boots and medical equipment in the Russian army. Some reports show that one-in-three soldiers had no rifle in 1915

- The Russian army was known as ‘the Russian steamroller’. Over 15 million men, mainly peasants were conscripted into the Russian army. The casualty rate was very high. Over 9 million soldiers were killed, wounded or taken prisoner by 1916. The enthusiasm of 1914 was replaced by pessimism, defeatism and a rising rate of desertion by 1916
- Military leadership was poor. Most experienced officers and soldiers were killed in the first year of the war. Nicholas II became commander-in-chief in 1915 but he was indecisive and lacked leadership skills. Nicholas was now personally responsible for Russia’s performance in the war

Effects of the war on the economy and people in Russia

- The war led to a shortage of farm workers and most horses were requisitioned for the war effort. 40% of peasant families had no male to work on the land. The old and women were left to do farm work. Production decreased and peasants hoarded grain in order to force up prices
- Workers in the munitions factories worked long hours and experienced strict discipline and poor living conditions
- Inflation at 400% exceeded wages and led to a decline in the standard of living by 1916. Workers and their families in Petrograd experienced bread queues and shortages of fuel. Factories closed due to shortage of raw materials thus increasing unemployment. Many workers in Petrograd were cold and hungry

Any other valid point

[12]

5 This question is about The Establishment of the Bolshevik State, 1917 – 1924.

- (a) Give **two** effects of War Communism on the lives of Russians between 1918 and 1921. [2]

Target AO1: Recall of knowledge

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

Any **two** effects:

- All factories were nationalised in June 1918
- The Vesenkha was set up to organise industrial production for the war effort
- Workers lost control of running the factories and had to work long hours
- Managers were reinstated and harsh discipline imposed
- The rouble became worthless
- There was rampant inflation
- People resorted to bartering
- Workers experienced great hardship
- Russians experienced food shortages
- Peasants were forced to provide food to the government
- Over 5 million died from famine between 1920 and 1921

Any other valid point

[2]

- (b) How did Lenin and the Bolsheviks keep control in Russia from October 1917 until the beginning of the Civil War in 1918? [5]

AVAILABLE
MARKS

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 [1]

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Lenin and the Bolsheviks had already set up the Sovnarkom which he argued represented the will of the people. For Lenin this was the legitimate government and the election results were of little relevance. Lenin dismissed this as 'bourgeois middle class democracy'
- The Bolsheviks gained only 175 seats in the elections for the Constituent Assembly held in November 1917. The SRs won 370 seats and would dominate the Constituent Assembly. Lenin used the Red Guard to close down the Constituent Assembly in January 1918. This showed his ruthless determination to crush all opposition to Bolshevik rule
- The Cheka, the Bolshevik secret police, was set up in December 1917. It arrested political opponents and closed down opposition newspapers. The Liberals and Kadet party were banned and the Left SRs were expelled from the government
- The Bolsheviks were determined to bring an end to Russia's involvement in World War One. The Bolsheviks had negotiated a peace settlement with Germany to take Russia out of World War One. In the Treaty of Brest-Litovsk, Russia lost 45 million people and ¼ of its farmland. It lost Finland, the Baltic States, Poland and the Ukraine. Russia also had to pay 3 billion roubles in compensation to Germany. The Treaty of Brest-Litovsk was very unpopular
- By the summer of 1918 all opponents of the Bolsheviks, from the SRs to supporters of the Tsar, realised that the only way to remove the Bolsheviks was by force. This led to the beginning of the Russian Civil War

Any other valid point [5]

(c) How did the Red Army win the Civil War in Russia between 1918 and 1920?

[6]

AVAILABLE
MARKS

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The Red Army occupied the centre of Russia which contained the most industrially-developed areas. The Red Army had access to weapons and war supplies unavailable to the Whites. Russia's railway system was centred on Moscow so that the Bolsheviks could quickly deploy troops to deal with attacks from the Whites
- Trotsky was a ruthless and effective military leader who turned the inexperienced Red Army into a disciplined, well-led and effective fighting force. He visited the troops at the front in a special train and made rousing speeches
- Strict conscription increased the size of the Red Army to 5 million. The families of 22,000 former Tsarist officers were held hostage to ensure they provided leadership for the Red Army. Anyone attempting to desert was shot by the Cheka
- Lenin organised War Communism to ensure that industry and agriculture in the Bolshevik-controlled areas supplied the Red Army. The Cheka seized grain from the peasants. In factories the workers had to work long hours to ensure that weapons and equipment were sent to the Red Army.
- The Cheka led by Dzerzhinsky organised the Red Terror. Anyone critical of the Bolsheviks was considered a counter revolutionary. Over 20,000 opponents were shot by Cheka squads, including Tsar Nicholas 11 and his family in July 1918. Lenin called for "mass-like terror against counter revolutionaries."
- The White Army consisted of a range of groups with very different aims, united only by dislike of the Bolsheviks. Right-wing groups wanted a return of the Tsar; the SRs wanted the Constituent Assembly; foreign armies wanted Russia to enter the war and national groups wanted independence. The White Army lacked a single command structure

- The White Army controlled the outlying areas which were sparsely populated. It comprised only $\frac{1}{3}$ million. Poor communications and a poor railway network prevented a coordinated attack by different groups. Thus the Reds were able to pick off the White Armies one by one
- The White Army treated the peasants and workers very harshly in the areas they controlled. There were anti-Jewish pogroms and ethnic fighting in the Cossack-controlled areas. General Deniken alienated the peasants by supporting the return of their land to the landlords
- Foreign armies supplied weapons and money to the Whites to help keep Russia in World War One. The White Armies often sold these weapons and supplies on the 'black market'. Bolshevik propaganda portrayed the Whites as disloyal and the Red Army as patriotic fighting against foreign invaders

Any other valid point [6]

(d) Explain how the New Economic Policy affected the economy and the lives of people in Russia by 1924. In your answer refer to the bullet points and use other relevant knowledge

- Effect of NEP on agriculture and on the lives of peasants
- Effects of the NEP on industry and on the lives of workers [12]

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Effects of the New Economic Policy on agriculture and on the lives of peasants

- The New Economic Policy marked a partial retreat on Communist belief on state control of the economy. In agriculture the forced seizure of food ended. Peasants had to give part of their crops to the state but they could sell their surplus grain for profit on the open market. Famine ended and agricultural production began to recover. The grain harvest increased from 37 million tons in 1921 to 51 million tons in 1924
- The NEP led to the emergence of a richer, more industrious class of peasant called the kulaks. These became quite rich and bought extra land and animals. However, most peasants remained poor and continued to use backward methods of farming
- Agricultural production exceeded industrial production when the price of grain fell behind that of industrial goods e.g., tractors and ploughs. Peasants were unable to afford the inflated price of industrial goods. This 'scissors crisis' lasted until 1923 when increased industrial production led to a fall in prices

Effects of NEP on industry and on the lives of workers

- Industrial production increased for example, coal production doubled Large businesses and the banks, 'the commanding heights', remained under state control. Capitalist features were introduced. Small businesses employing less than 10 workers remained in private ownership
- A new rouble was introduced and private trade was legalised which was against communist beliefs. Nepmen or small traders controlled private trade
- Markets supplying consumer goods for example shoes and clothes were controlled by Nepmen. Many made large profits. The standard of living of most workers and peasants had improved by 1924

Any other valid point

[12]

6 This question is about Stalin and the Union of Soviet Socialist Republics (USSR), 1924 – 1941.

- (a) Give **two** effects of collectivisation on agriculture in the USSR. [2]

Target AO1: Recall of knowledge

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

Any **two** effects

- Individual farms were taken from the peasants and turned into state – owned collective farms
- 99% of farms were collectivised by 1939.
- Motor Tractor Stations were set up
- The amount of food that each farmer could keep was regulated by the state
- Over 5 million kulaks were killed or sent to labour camps
- In the Ukraine up to 5 million died in the famine
- Kulaks killed livestock and refused to plant crops
- Agricultural production remained
- State procurement of grain increased

Any other valid point [2]

- (b) How did the USSR's relations with Germany change between 1939 and 1941? [5]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 [1]

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Before August 1939 the USSR feared a German invasion. Hitler hated communism and one of his main foreign policy aims was lebensraum or expansion eastwards. Stalin was disillusioned with the policy of appeasement followed by Britain and France towards Germany. He was also annoyed that the West had excluded the USSR from the Munich Conference

- The Nazi-Soviet Pact, August 1939 secured peace between the USSR and Germany for ten years. The pact contained a secret clause to give East Poland to the USSR. Germany also allowed the USSR to recover all land in the east lost at Brest-Litovsk e.g., Finland and the Baltic States
- Stalin was lulled into a false sense of security. In June 1941 Hitler broke the Nazi-Soviet Pact in Operation Barbarossa. A 3 million-strong German army invaded the USSR on three fronts. The Russian army had been weakened by Stalin's purges of its leaders in 1938-9. The German invasion failed in 1941, mainly due to the weather, a wet autumn and severe winter. Stalin's decision to remain in Moscow also lifted the morale of the army and the Russian people

Any other valid point

[5]

- (c) What methods did Stalin use to deal with opposition in the USSR in the 1930s?
[6]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Stalin was paranoid and believed that any criticism was a conspiracy against him. He used terror to deal with political opposition. Kirov, the Leningrad party leader was killed in 1934. This marked the start of the Great Purges between 1934 and 1938, when he got rid of most of the middle and upper layers of the Communist Party. 90 out of 139 members of the Central Committee of the Communist Party were killed in these purges. Overall, 1/5 of all members of the Communist Party were expelled or killed in the 1930s
- Stalin embarked on a series of 'Show Trials' against the leading members of the Communist Party, for example Zinoviev and Bukharin. They made public confessions to outrageous crimes and were sentenced to death
- In 1938 and 1939 there were purges of the leadership of the army, navy and air force and the NKVD itself, with the execution of its leader Yagoda

- A climate of fear and suspicion existed in the USSR in the 1930s. Terror became an ever present reality throughout Russia with the arbitrary arrest and executions of millions. The NKVD or secret police played a key role in enforcing Stalin's policies. Up to 20 million were sent to labour camps or gulags in remote areas such as Siberia. They played a key role in the industrial programme of the Five Year Plans. Over 60% died there due to lack of food and the terrible working conditions

Any other valid point [6]

(d) Explain how the Five Year Plans changed industry and the lives of workers by 1939. In your answer refer to the bullet points and use other relevant knowledge.

- The introduction of the Five Year Plans
- Effects of the Five Year Plans on industry and the lives of workers [12]

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

The introduction of the Five Year Plans

- Stalin wanted the Five Year Plans to build up the USSR's industrial base and enable it to withstand a military invasion from a hostile West which was much stronger industrially. Stalin warned of the urgency of industrial and military modernisation: 'we are 50 to 100 years behind the advanced countries. We must make good this distance in 10 years. Either we do it or we will be crushed'
- The NEP was unpopular with party members because of its compromise with capitalism and dislike of the kulaks and Nepmen. Stalin was unhappy with the NEP, as industrial production was improving slowly. This crash programme of economic reform is referred to as 'the second revolution'

- The Five Year Plans were linked to the modernisation of agriculture through collectivisation. Stalin accused the kulaks of hoarding crops in order to keep food prices high. The use of new machinery would increase production and free millions of peasants to work in the towns
- The Five Year Plans would increase the proletariat, the backbone of the communist revolution. This gave an ideological motive for Stalin's decision to introduce the Five Year Plans
- The Five Year Plans created a planned economy, organised centrally by Gosplan. There were three Five Year Plans between 1928 and 1941. These set high targets for all factories and industries in order to drive up production

Effects of the Five Year Plans on industry and the lives of workers

- The focus of the first two Five Year Plans was heavy industry. The second Five Year Plan resulted in the development of new industries and towns in the remote areas of Russia, east of the Ural Mountains. New industrial cities for example Magnitogorsk and Gorki were built mainly in the remote resource-rich eastern part of the USSR. The third Five Year Plan focused on arms production to meet the threat from Germany. By 1941, the USSR was at war
- Coal production increased from 35 to 166 million tons and steel from 4 to 18 million tons from 1928 to 1940. The second Five Year Plan led to significant growth in the metal and chemical industries. By 1941, 38% of the Russian population was working class: the USSR had by 1941 become an urban society. A new technical elite of skilled workers did well, with over 250,000 engineering graduates between 1928 and 1940
- Workers had to work long hours for poor wages. There was much enthusiasm as the Five Year Plans were seen as a way of transforming society and creating a proletarian-dominated country. Awards and honours were given to encourage increased production. The model worker was the coal miner Alexei Stakhanov who over fulfilled his production quota by 1400%. Workers who exceeded targets received better housing and holidays
- The standard of living of most workers, especially in housing remained poor. The planned increase in production of consumer goods, e.g., shoes and clothes in the second and third Five Year Plan, was abandoned as resources were diverted to the military

Any other valid point

[12]

Option 3: The United States of America, 1918-1941

**AVAILABLE
MARKS**

7 This question is about United States of America in the 1920s.

- (a)** Give **two** reasons for the introduction of Prohibition in the USA in 1920. [2]

Target AO1: Recall of knowledge

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

Any **two** reasons:

- The WASPs had supported temperance before 1920
- Drinking alcohol was against the beliefs of many religious groups in the USA
- Preachers influenced attitudes against alcohol
- The Women's Christian and Temperance Union was a powerful pressure group campaigning against alcohol
- Anti-foreign feeling was an important reason
- Use of alcohol was associated with the lifestyle of the new immigrants
- Alcohol was seen as the cause social problems and breakup of families
- The negative impact of alcohol influenced attitudes against alcohol

Any other valid point [2]

- (b)** How did the lives of women and young people in the USA change in the 1920s? [5]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 [1]

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Women in the USA were given the vote in 1920 which gave them greater political influence
- Women benefited from increased job opportunities. Over 10 million were employed in office work or in manufacturing jobs by 1929

- Labour-saving consumer goods, e.g., vacuum cleaners, gave middle class women more free time. Many women used this to develop leisure interests, e.g., visiting the cinema
- Restrictions on women in social life and fashion decreased. A new group of liberated women called Flappers wore short skirts, smoked and had liberated views on relationships. They were influenced by role models, especially movie stars
- Jazz music became very popular among young people. New daring dances like the Charleston were criticised by churches and conservative groups
- Jazz music was linked to the speakeasies. Drinking alcohol and dancing became a popular part of social lives of many young people
- The cinema was a new way of spending leisure time. 110 million visited the cinema each week to see the silent movies
- The emergence of movie stars e.g., Gloria Swanson and Rudolf Valentino influenced the attitudes and behaviour of young people. People bought magazines to read about the lives of the film stars and imitate their fashion

Any other valid point [5]

- (c) What effects did the motor car industry have on the USA economy and lives of Americans in the 1920s? [6]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The motor car industry was the leading industry in the 1920s. By 1929 over 26 million cars were made in the USA. One in seven factory workers produced cars. Three main car manufacturers in the 1920s were Ford, Chrysler and General Motors. Henry Ford built huge factories in Detroit and Toledo
- The motor car industry pioneered mass production techniques based on electrical power. This centred on the assembly line where work was carefully planned and each worker had a specialised task in the process. The production of a car was divided into 45 different parts

- The use of the conveyor belt speeded up production. The giant Ford factory in Detroit made one car every 10 seconds. As a result, Ford reduced the cost of the black Model T to \$295 and still become very rich. Workers in Ford's factories were well paid at \$5 per day but the work was monotonous
 - The car industry led to ancillary industries and was a major cause of the growth of the glass, rubber, steel and oil industries. The development of the road network provided employment in construction
 - The motor car increased mobility. It brought a sense of freedom to people living in rural America. It allowed the development of improved housing as suburbs developed. Workers could now drive to work
 - Older people blamed the car for contributing too the moral decline of young people in the 1920s. It was also blamed for an increase in crime as bootleggers used cars to transport alcohol
 - American cities experienced traffic congestion and pollution and deaths from traffic accidents increased
- Any other valid point [6]

- (d) Explain how the lives of some Americans were affected by hostility and discrimination in the 1920s. In your answer refer to the bullet points and use other relevant knowledge.
- Black Americans
 - Immigrants [12]

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Black Americans

- Black Americans faced problems because of racism. Blacks had been slaves in the USA before 1870. They made up 12% of the population and lived mainly in the Southern States. Whites in the Southern States did not regard Blacks as equal and feared they could gain political control
- The state governments in the Southern States made the Jim Crow Laws which imposed segregation. Blacks and whites were kept apart in housing, schools, restaurants, public amenities and public transport. The quality of provision for blacks in these areas was inferior. The rate of illiteracy for Black Americans was much higher
- In most Southern States political discrimination was practised. The 'grandfather clause' was enforced. This prevented anyone whose grandfather was a slave from voting in elections. Blacks were prevented from being judges or serving on juries. Over 400 Black Americans were lynched or killed without trial in the 1920s
- Social customs emphasised the inferiority of Black Americans. They had to enter the house of a white person through the back door. Few Black Americans had skilled jobs. Most were domestic servants or were employed in menial unskilled jobs. Many Black Americans were sharecroppers who rented a plot of land in return for farm work e.g., cotton picking
- The Ku Klux Klan grew in influence in the 1920s. In 1925 the KKK had over 5 million members. It was a secret organisation whose main aim was to uphold white supremacy against the threat from immigrants and Black Americans. Its sinister rituals, wearing of white robes and the burning crosses were designed to intimidate Black Americans

Immigrants

- Over 40 million immigrants came to the USA before 1914. Most came from South and Eastern Europe and were mainly Catholics and Jews. Most could not speak English. The dominant group in the USA, the WASPs blamed the new immigrants for the rising violence and social problems in cities. Immigrants threatened the values and way of life of the WASPs
- Immigrants were linked to strikes and the threat of communism. A wave of strikes in 1919 convinced many that communists were trying to destroy the American way of life. The Red Scare in the early 1920s illustrated this. Many Americans feared that immigrants would undercut wages
- The main actions against immigrants were the Immigration Quota Acts of 1921, 1923 and 1929. These imposed progressively more restrictions on the number of immigrants. These quotas favoured immigrants from English-speaking countries and imposed severe limits on immigrants from Asia, South and East Europe. By 1929 only 150,000 immigrants were allowed into the USA.
- The Palmer Raids in 1920 led to the arrest of over 5,000 suspected communists. Over 500 immigrants were deported, often on flimsy evidence
- The Sacco and Vanzetti case symbolised the lack of equality faced by most immigrants. These two Italian immigrants and anarchists were arrested for murder and executed in 1927 amid international condemnation of a miscarriage of justice

Any other valid point

[12]

8 This question is about The Wall Street Crash: Causes and Consequences

AVAILABLE
MARKS

- (a) Give **two** reasons for the increase in the value of shares on the Wall Street Stock Exchange by October 1929. [2]

Target AO1: Recall of knowledge

Award [0] for responses not worthy of credit

Any **two** reasons:

- A share-buying craze began in 1927 began to push up the price of shares
- Between 1927 and 1929 millions of Americans became share speculators
- Speculators bought shares 'on the margin' with borrowed money
- The increase in the value of shares was based on confidence that the economic boom would continue

Any other valid point [2]

- (b) In what ways did some groups in the USA fail to share in the economic boom of the 1920s? [5]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 [1]

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Farmers were the largest group not to share in the economic boom. Between 1919 and 1929 farm income fell from \$22 billion to \$13 billion. Tariffs and overproduction led to excess food production and a fall in prices. Over 3 million farming families earned less than \$1000 per year
- Farmers borrowed from banks to buy machinery to increase production. However, food prices continued to fall and farm debt increased to \$2 billion by 1929. This led to an increase in evictions
- Thousands of farm labourers lost their jobs because of mechanisation and suffered poverty and hardship. Sharecroppers, mainly Black Americans in the Southern States, were badly affected by the fall in cotton prices. Thousands were forced to migrate to the northern cities

- The invention of synthetic materials had a negative effect on the textile industry. Competition for jobs from immigrants led to a decline in wages for textile workers. Female cotton workers in Carolina earned only \$9 per week in 1926. The coal industry declined in the 1920s as oil became more popular. Coal miners were involved in strikes and lockouts for better wages and conditions
 - Many workers in construction missed out on the boom. Working conditions were dangerous, especially in building the skyscrapers. Wages of construction workers increased only 4% during the 1920s
- Any other valid point [5]

- (c) How were the lives of the unemployed affected by the Depression between 1929 and 1932? [6]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The American economy plunged into a vicious cycle of overproduction and under consumption. By 1932, 109,000 factories had closed. Overall, production in the USA fell by 50%; car production had decreased by 80%. This led to a big increase in the level of unemployment and 25% of the workforce or 14 million were unemployed by 1933
- There was no unemployment benefit and the unemployed endured great hardship during the Depression. People had to queue in breadlines for free bread and soup from private charities. Thousands went hungry and $\frac{1}{3}$ of all children in New York were malnourished. By 1933, more than 300,000 children no longer attended school
- Thousands of unemployed who could not pay their rent or mortgage were evicted. Some were taken in by relatives but many moved to shanty towns consisting of cardboard and tin huts. These were sarcastically called Hoovervilles and were situated at the edge of most cities

- Many unemployed tramped the streets looking for work. Two million hobos travelled illegally on freight trains all over the USA in search of seasonal work. Some tried to make a living by selling coal and apples. There were 6,000 apple sellers in New York in 1932. Some resorted to petty crime, begging and even prostitution. Suicide rates increased by 50% to 17 per 100,000 as many lost hope

Any other valid point [6]

(d) Explain how President Hoover responded to the Depression in the USA between 1929 and 1932. In your answer refer to the bullet points and use other relevant knowledge.

- Hoover's beliefs about the Depression and the role of the federal government
- Actions taken by Hoover to deal with the Depression [12]

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Hoover's beliefs about the Depression and the role of the federal government

- Hoover was a Republican president who believed in laissez-faire or very limited federal government interference in the economy. He also believed in 'Rugged Individualism'. Americans could only succeed by their own efforts and not receive help from the federal government
- The world economy had collapsed after 1929 and world trade had slowed up. Hoover underestimated the seriousness and length of the Depression and made reassuring statements such as 'Prosperity is just around the corner'

Actions taken by Hoover to deal with the Depression

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

Any other valid point

[12]

AVAILABLE
MARKS

9 This question is about Roosevelt and the New Deal

**AVAILABLE
MARKS**

- (a) Give **two** effects of World War Two on the American economy by December 1941. [2]

Target AO1: Recall of knowledge

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

Any **two** features:

- The USA sold billions of dollars of military equipment to Britain
- Increased federal government investment helped reduce unemployment
- The USA made thousands of weapons, tanks and planes which led to the creation of jobs in the defence industry
- Conscription reduced the level of unemployment

Any other valid point [2]

- (b) How did the National Recovery Administration (NRA) affect the lives of workers in the USA between 1933 and 1939? [5]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 [1]

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The National Recovery Administration aimed to improve workers' conditions and rights. It aimed to improve cooperation between management and workers. Over 2 million firms and 16 million workers took part in the NRA Blue Eagle Scheme
- Over 750 NRA codes regulated wages and conditions in a range of industries. The NRA codes established a minimum wage and banned child labour. All businesses in the NRA schemes agreed to pay a minimum wage of \$12 for a 40 hour week. The NRA gave workers a fairer deal in the work place, including better working conditions and shorter hours

Any other valid point [5]

- (c) How did the Agricultural Adjustment Administration [AAA] and Tennessee Valley Authority [TVA] affect the lives of farmers and sharecroppers in the USA between 1933 and 1939? [6]

AVAILABLE
MARKS

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The Agricultural Adjustment Administration aimed to improve agriculture by increasing farm prices and the incomes of farmers. The AAA was set up to deal with the problems of over supply and low prices
- Compensation was paid to farmers to reduce the amount of crops sown and animals bred. 6 million piglets were killed and millions of acres of cotton and wheat were ploughed up. By 1934 food prices increased, farm debt was halved and farm income increased by 50%
- The Tennessee Valley Authority helped farmers affected by soil erosion and flooding in a vast area across seven states. 33 dams were built on the Tennessee River controlling water flow and made farmland in this area of 40,000 square miles productive again
- The building of hydro-electric power stations provided cheap electricity for this area. Thousands of jobs were created for unemployed sharecroppers as industries such as light engineering moved into the area to take advantage of cheap power

Any other valid point [6]

- (d) Explain why there was opposition to the New Deal in the USA between 1933 and 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Reaction of the Supreme Court
- Reaction of political parties and individuals [12]

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Reaction of the Supreme Court

- The Supreme Court was the 'Guardian of the Constitution'. Most of its 9 judges were Republican. They believed that the federal government and the president were exceeding their powers in the New Deal agencies. The Supreme Court caused problems by declaring 11 of Roosevelt's New Deal agencies unconstitutional
- In 1935 the Supreme Court found the NRA codes unconstitutional in the Sick Chickens case. The Supreme Court ruled that the NRA had no right to take the Schechter brothers to court for breaking the NRA codes. This was the responsibility of the state governments.
- In 1936 the Supreme Court declared 16 AAA codes unconstitutional. The AAA gave farmers loans to plough up land and kill animals. The Supreme Court ruled that these subsidies could only be made by state governments
- Roosevelt failed in his attempt to pack the Supreme Court with his supporters in 1937. Many Americans thought that he was exceeding his powers. After this however, the Supreme Court accepted most parts of the AAA and the NRA

Reaction of political parties and individuals

- The Republican Party believed in low taxation and opposed the New Deal because it objected to the higher taxes needed to fund the New Deal which cost \$17 billion by 1939
- Republicans accused Roosevelt of turning the USA into a socialist state e.g., by legalising trade unions and increasing workers' rights. Roosevelt was seen as a traitor to his class
- The Republican Party claimed that Roosevelt was making the federal government too powerful. They accused Roosevelt of behaving like a dictator. The Republican Party challenged Roosevelt at all elections. They joined Big Business and set up the Liberty League to oppose Roosevelt and the New Deal in the 1936 Presidential elections
- Roosevelt's most dangerous opponent within the Democratic Party was Senator Huey Long. He wanted to replace Roosevelt as the party's candidate in the 1936 election. Huey Long was disappointed at the failure of the New Deal to help the poor. He put forward a more radical 'Share Our Wealth' scheme that would take money from the banks and millionaires and distribute it among the poor
- Dr Townsend wanted improved pensions for the elderly who suffered during the Depression. He wanted an old age pension of \$200 per month funded by federal government from a tax on goods sold. He set up Townsend Clubs all over the USA calling for an old age pension of \$200 per month
- Fr Charles Coughlin, a Catholic priest used his sermons and radio broadcasts to criticise Roosevelt's New Deal. He won much support for radical plans to nationalise banks and introduce a minimum wage

Any other valid point

[12]

AVAILABLE
MARKS

Section B

**AVAILABLE
MARKS**

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

10 This question is about Anglo-Irish Relations before World War Two.

- (a) Give **two** ways in which the government of Northern Ireland responded to the outbreak of World War Two in 1939. [2]

Target AO1: Recall of knowledge

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

Any **two** ways:

- Lord Craigavon supported Britain's decision to go to war
- The Northern Ireland government adopted an attitude of complacency due to geographical position
- Conscription was not introduced
- Government defence preparations were limited
- Government ordered an increase in armament production
- Government placed large orders with textile factories for uniforms and tents
- Civilian defence measures, for example, blackouts were imposed

Any other valid point [2]

- (b) How did de Valera dismantle the Anglo-Irish Treaty between 1933 and 1937? [5]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 [1]

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- De Valera abolished the Oath of Allegiance in 1933
- The powers of the Governor General were reduced in 1933 and abolished in 1937
- The External Relations Act 1936 removed the king's authority
- Irish people could no longer use the Privy Council to appeal decisions made by Irish courts
- The constitution of 1937 changed the name from the Irish Free State to Eire and removed the remaining symbolic links with Britain

Any other valid point [5]

- (c) How did the Anglo-Irish Agreement of 1938 affect relations between Britain, Northern Ireland and Eire? [6]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The Anglo-Irish Agreement of 1938 favoured Eire because Britain wanted to ensure the support of Eire in a war against Germany.
- The British Prime Minister, Neville Chamberlain wanted to improve relations with de Valera and Eire as part of his policy of appeasement. Ending the Economic War was an important step in improving relations between the two countries
- The Anglo-Irish Agreement improved trade links. All taxes placed on British goods sold in Eire and Irish exports to Britain were removed
- Eire agreed to pay £10 million as a final settlement for the land annuities owed to Britain. This ended resentment in Eire about the payment of land annuities to Britain
- Britain agreed to remove its troops and ships from the three naval bases of Berehaven, Lough Swilly and Cobh. These were returned to Eire. This broke another symbolic link between the two countries and marked another step in the dismantling of the Anglo-Irish Treaty. The return of the Treaty Ports reinforced Eire's independence

- However, the government in Northern Ireland was concerned about the improved relations between Britain and Eire and criticised the Anglo-Irish Agreement.
- The Unionist government was concerned at the loss of the Treaty Ports. Craigavon warned of the 'dangers of surrendering these valuable bases' which would weaken Britain's western defences in the event of war against Germany
- Some unionists feared that the Anglo-Irish Agreement could lead to a deal which would threaten partition

Any other valid point [6]

(d) Explain why the Economic War began in 1932 and how it affected Eire's economy by 1938. In your answer refer to the bullet points and use other relevant knowledge

- Reasons for the Economic War
- Effects of the Economic War on the economy of Eire [12]

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Reasons for the Economic War

- De Valera became leader of the Free State in 1932. He wanted to create a republic and dismantle the treaty
- De Valera thought that it was unfair that farmers in Northern Ireland did not have to repay land annuities
- De Valera stopped paying land annuities worth £5 million per year
- Britain reacted angrily to De Valera's action and imposed a tariff of 20% on Irish exports. De Valera retaliated and imposed a 20% tariff on British imports to Ireland

Effects of the Economic War on the economy of Eire

- Over 90% of Irish exports were linked to agriculture. Taxes on Irish agricultural exports meant a fall in demand. Cattle exports decreased by 35% and prices fell. Many cattle farmers went bankrupt. £48 million in trade was lost
- Taxes placed on imported coal and steel led to a shortage of coal and steel as raw material imports from Britain were very expensive. This resulted in Irish industry facing a fuel shortage
- By 1935 Ireland experienced a serious balance of payments crisis. The Coal-Cattle Pact of 1935 reduced tariffs on these two commodities and lessened the effects of the Economic War on the economy of Eire
- Many Irish farmers changed from rearing cattle to growing wheat and sugar beet
- Attempts were made to build up Eire's domestic industry e.g., the peat industry benefited because of the tariffs on coal. HEP stations were opened to provide an alternative source of power
- There was an increase in cross border smuggling to avoid import duties
- Taxes were increased to compensate farmers. This caused resentment among workers

Any other valid point

[12]

AVAILABLE
MARKS

11 This question is about the Effects of World War Two on Northern Ireland.

AVAILABLE
MARKS

- (a) Give **two** reasons why the issue of conscription caused problems in Northern Ireland during World War Two. [2]

Target AO1: Recall of knowledge

Award [0] for responses not worthy of credit

Any **two** reasons:

- The Unionist government wanted to introduce conscription in 1939 to demonstrate Northern Ireland's loyalty to Britain
- Nationalists did not want to support Britain in war
- Nationalists resented being forced to join the army
- The Catholic bishops and De Valera gave their support to the campaign against conscription
- It would have been embarrassing to the British and Northern Ireland governments to deal with mass refusal to enlist

Any other valid point [2]

- (b) How did industry in Northern Ireland help the war effort between 1939 and 1945? [5]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Harland and Wolff employed 35,000 workers and built 193 war ships and over 500 tanks.
- Short and Harland aircraft factory employed 11,000 making over 1,700 war planes and repairing 3,000.
- Mackies contributed to munitions production, making 75 million shells and 180 million bullets.
- The linen industry produced 200 million metres of cloth for the armed forces and 30 million shirts were made

Any other valid point [5]

- (c) What defence measures did Britain and Northern Ireland take to prepare against a German invasion during World War Two? [6]

AVAILABLE
MARKS

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 [1]

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Britain's main line of defence was the Royal Air Force. In Operation Sea Lion, Hitler planned to use the German air force as the first stage in the invasion of Britain. Hitler delayed the attack from June to August 1940. The RAF made preparations in the late 1930s that helped it defeat the Luftwaffe. It was reorganised into three commands: Fighter, Coastal and Bomber Command. The RAF increased the number of fighter planes before the Battle of Britain from 446 in June 1940 to 704 in August
- The development of a chain of radar stations along the south coast of England enabled the RAF to spot approaching enemy air craft in the English Channel
- Hundreds of RAF pilots were trained to use Spitfire and Hurricane fighter planes. From 12th to 18th August 1940, 225 German air craft and 117 British planes were lost in aerial battles over the English Channel and the South of England. Churchill referred to them as 'The Few' and stated that the Battle of Britain was "Britain's finest hour"
- Munitions factories increased production of aircraft, tanks and heavy guns The Royal Navy was on alert in the English Channel
- Civil defence measures included the recruitment of 250,00 Home Guard, the evacuation of 1.5 million children from cities to the countryside and the provision of 400,000 Anderson shelters to provide protection during the Blitz
- Northern Ireland government did very little. There was a high level of complacency as the government believed Britain would defend them if attacked e.g. only 4,000 Anderson shelters supplied; only 22 anti-aircraft guns

Any other valid point [6]

- (d) Explain how Eire was affected by World War Two. In your answer refer to the bullet points and use other relevant knowledge.
- Eire's neutrality
 - Life in Eire during World War Two
- [12]

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

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

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Eire's neutrality

- Eire remained neutral. De Valera tried to take a neutral stance on the war and resisted British attempts to persuade him to join the war e.g., the promise to end partition
- News bulletins gave factual reports of the war and no weather forecasts were given to avoid helping either side
- Eire adopted a policy of Benevolent Neutrality which favoured Britain and the Allies. Allied airmen who crashed in Eire were allowed to go back to Britain while German airmen were imprisoned
- During the Belfast Blitz in April 1941, De Valera sent fire engines to Belfast
- 42,000 Irish citizens joined the British army and thousands worked in British munitions factories
- In a secret deal De Valera allowed Allied planes to use the Donegal Air Corridor as a short cut on missions to patrol the Atlantic
- De Valera called to the American and German embassies in Dublin in 1945 to express sympathy on the deaths of Roosevelt and Hitler

Life in Eire during World War Two

- Eire remained neutral and was unable to import raw materials from Britain. Severe shortages of coal and other fuels led to the closure of many industries
- There was severe rationing of imported goods e.g., sugar and tea

- Farmers were encouraged to devote more of their land to growing grain and sugar beet as imports fell
- There was an increase in cross-border smuggling e.g., butter and bacon
- There was no blackout in Eire. Cinemas and theatres remained open. People from Northern Ireland went to Eire for entertainment
- German aircraft bombed Dublin in May 1941, killing 28 people and causing some damage
- 42,000 people from Eire joined the British Army and 100,000 Eire citizens worked in the munitions factories in Britain

Any other valid point

[12]

AVAILABLE
MARKS

12 This question is about Post-War Social and Political Changes

**AVAILABLE
MARKS**

- (a) Give **two** changes to the system of education in Northern Ireland between 1945 and 1949. [2]

Target AO1: Recall of knowledge

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

Any **two** changes:

- Free education for all
- Attendance at school was compulsory until 15
- The 11+ Examination introduced
- Free grammar school education was made available
- Increased funding was given to Catholic schools

Any other valid point [2]

- (b) What economic and social problems did Eire experience between 1945 and 1949? [5]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 [1]

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Eire experienced a severe economic depression after World War Two. Eire's neutrality in the war was unpopular in Britain and Eire found itself economically isolated by Britain
- The wet summer in 1946 followed by a severe winter in 1947 led to a severe shortage of food and fuel. De Valera had to ration basic foodstuff in the Emergency
- Building materials were in short supply which led to a shortage of housing
- Unemployment increased. 24,000 people emigrated every year from Eire, mainly to Britain
- No Welfare State or National Health Service was introduced in Eire. There were no health, housing or welfare benefits or free education. Living standards in Eire fell behind those in Northern Ireland and Britain

Any other valid point [5]

(c) How did the Welfare State affect the lives of people in Northern Ireland by 1949? [6]

AVAILABLE
MARKS

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The National Health Service was established in July 1948. Free prescriptions, medical, dental and optical treatment led to an improvement in health standards
- By 1962, Northern Ireland had the lowest death rate in the United Kingdom. Diseases such as tuberculosis and polio were almost totally eradicated
- Improved benefits such as family allowance and sickness benefits improved the quality of life for the poorest groups
- A Housing Trust was set up to build houses using central government money. Orbits and Housing Trust estates e.g., the Woodlands at Gilford were built
- Education reform increased standards and provision of education. Compulsory school attendance was increased to 15
- Grammar school education was free to all students who passed the 11+ examination

Any other valid point [6]

- (d) Explain how Eire, Britain and Northern Ireland reacted to the following political changes. In your answer refer to the bullet points and use other relevant knowledge
- The Declaration of the Republic, 1949
 - The Ireland Act, 1949
- [12]

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

The Declaration of the Republic, 1949

- The Inter-Party government in Eire had now clarified relations with Britain. Eire had left the Commonwealth and was now a republic. There was general approval and a hope that the issue of partition could now be addressed
- Britain accepted the Declaration of the Republic calmly as the last stage in removing Britain's links with Eire, though Attlee expressed sadness at the decision
- Nationalists in Northern Ireland were angry at the Declaration of the Republic. They were not allowed to sit in the Dail and felt abandoned
- Unionists in Northern Ireland were angry at the Declaration of the Republic and felt threatened. Lord Brookeborough held an election in 1949 to strengthen Unionist control in Northern Ireland

The Ireland Act, 1949

- Britain introduced the Ireland Act in 1949 to recognise the Declaration of the Republic and gave a constitutional guarantee to Northern Ireland
- Attlee recognized the special links between the two countries. People from the Republic of Ireland did not require a passport or work permit to live in Britain and could vote in British elections
- Unionists were happy with the guarantee given to Northern Ireland to remain in the United Kingdom
- The government of the Republic of Ireland was angry that the Ireland Act gave a guarantee to unionists making the prospect of a united Ireland more distant
- Nationalists in Northern Ireland were angry at the Ireland Act and contested the 1949 election as the Anti-Partition League. The Nationalists realised that the Ireland Act made the chances of ending partition more remote. They felt isolated as a disadvantaged minority in a unionist-dominated Northern Ireland

Any other valid point

[12]

AVAILABLE
MARKS

13 This question is about Northern Ireland in the 1960s and its relations with the Republic of Ireland.

- (a) Give **two** ways in which O'Neill attempted to improve relations between Northern Ireland and the Republic of Ireland. [2]

Target AO1: Recall of knowledge

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

Any **two** ways:

- Invited Taoiseach Sean Lemass and Jack Lynch to visit Northern Ireland
- The first face-to-face meeting between Ireland's main leaders in 40 years
- O'Neill visited Dublin and tried to encourage greater economic cooperation between Northern Ireland and the Irish Republic
- An agreement was made on the supply of electricity from the Republic of Ireland

Any other valid point [2]

- (b) How did unionists and the RUC respond to civil rights marches between August 1968 and January 1969?

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 ([1])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Unionists

- Reverend Ian Paisley and his supporters organised counter-protests to NICRA marches
- Unionist government banned all marches in Derry/Londonderry when the NICRA planned a march there on 5th October 1968
- Unionist government announced the Five Point Reform Programme after the violence during the NICRA march October 1968
- Loyalists ambushed the People's Democracy march from Belfast to Derry/Londonderry January 1969, at Burntollet Bridge
- Unionist government established the Cameron Commission to investigate the violence at the Burntollet ambush in January 1969

RUC

- Prevented the NICRA march from Coalisland to Dungannon from reaching the town centre - put up a barricade
- Clashed with NICRA protesters at Derry/Londonderry, October 1968
- Rerouted the People's Democracy march when it attempted to march through Protestant areas
- Seemed to do little to prevent loyalists attacking the People's Democracy march at Burntollet
- Some of the loyalist attackers at Burntollet were suspected of being off-duty policemen and B-Specials

Any other valid point [5]

- (c) What actions did O'Neill take to improve the economy of Northern Ireland in the 1960s? [6]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Invested £900 million in the economy
- Created a Ministry of Development under Brian Faulkner
- Established a new city called Craigavon
- Set up a new university at Coleraine
- Attracted new multinational firms to Northern Ireland e.g., Michelin, Goodyear and ICI
- Began a new motorway system
- A new airport was under development
- Economic links with the Irish Republic led to an agreement on electricity supply

Any other valid point [6]

(d) Explain why the civil rights movement emerged in Northern Ireland in the 1960s. In your answer refer to the bullet points and use other relevant knowledge.

- Influences on the civil rights movement
- Grievances of nationalists [12]

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Influences on the civil rights movement

- The emergence of a young generation of university-educated Catholics. These people were not convinced that O'Neill meant to bring about significant change. They were self-confident and articulate
- Frustration at the failure of the old Nationalist Party, whose only policy seemed to be the ending of partition
- Influence of the civil rights movement in the USA, led by Martin Luther King. This movement aimed to get justice and equality for Black Americans. It was a non-violent campaign, focusing on civil disobedience as a way of forcing reform
- Success of the US civil rights movement. Their actions had forced the US Congress to pass laws outlawing discrimination
- Influence of John F. Kennedy in the USA. In 1960, Kennedy became America's first Catholic president. This gave Catholics in Northern Ireland more confidence that they could make political progress
- Influence of the student demonstrations that took place in France in 1968

Grievances of nationalists

- In housing, unionist councils tended to allocate houses to Protestants. To make matters worse, if you had no house, you had no vote. An extreme case of this in Caledon, County Tyrone, led the Nationalist MP Austin Currie to squat in a house allocated to a single Protestant girl before a Catholic family. This led to the first civil rights march
- Gerrymandering, or the fixing of election boundaries, took place in many council areas controlled by unionists
- Extra votes went to business owners. The majority of these were Protestants
- The Special Powers Act allowed the Unionist government to arrest, interrogate and detain people without trial
- The B-Specials, part-time policemen who helped the RUC, had a reputation for unfair treatment of Catholics
- There was discrimination towards Catholics in the allocation of government jobs
- Anger at some of the measures O'Neill introduced, which seemed to favour Protestants, such as the location of the new university in Coleraine

Any other valid point

[12]

14 This question is about the Escalation of Political and Civil Unrest.

**AVAILABLE
MARKS**

- (a) Give **two** reasons for the emergence of the Provisional IRA. [2]

Target AO1: Recall of knowledge

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

Any **two** reasons:

- There was criticism that that the IRA was not defending Catholics in Belfast against loyalist and police attacks in summer of 1969
- A feeling that the socialist policies of the IRA were too soft in the struggle for a united Ireland
- To achieve a united Ireland through violence
- To achieve civil rights
- To drive British troops out of Northern Ireland
- To destroy the Stormont government

Any other valid point [2]

- (b) What actions did the British government take to deal with increasing violence in Northern Ireland in the summer of 1969? [5]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

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

Level 1 ([1])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The government intervened directly in the situation in August 1969 when British troops were sent on to the streets of Belfast and Londonderry/Derry on 15 August 1969, to relieve the exhausted RUC
- This helped restore law and order. The troops were welcomed by nationalists as protectors
- The Downing Street Declaration was published on 19th August 1969. It suggested some reforms such as a committee on policing, the Hunt Report and the Scarman Tribunal

- The Downing Street Declaration promised nationalists the same equality of treatment as every other citizen of the United Kingdom. It also assured unionists that a united Ireland would only come with the consent of the majority of people in Northern Ireland

Any other valid point [5]

- (c) How did nationalists and unionists respond to the events of Bloody Sunday, January 1972? [6]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Nationalists

- Immediate expressions of grief and anger
- Belief that the victims were totally innocent and that the Parachute Regiment carried out an unprovoked attack
- Demands for an inquiry into the events
- Nationalist hostility towards the state increased. Widespread rioting took place in Nationalist towns
- IRA recruitment rose especially in Derry/Londonderry
- IRA violence increased

Unionists

- Some unionists expressed regret over the casualties
- A feeling that the victims weren't completely innocent as the march was illegal and the Parachute Regiment was provoked
- Resulting IRA violence led to the formation of the Ulster Vanguard in February 1972, led by William Craig. It served as a co-ordinating body for traditional loyalist groups. It organised a huge demonstration in Belfast's Ormeau Park and was a powerful symbol of unionist discontent

Any other valid point [6]

- (d) Explain why internment was introduced in Northern Ireland in August 1971 and how nationalists responded to internment. In your answer refer to the bullet points and use other relevant knowledge.
- Reasons for the introduction of internment
 - Nationalist reactions to internment
- [12]

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Reasons for the introduction of internment

- The level of violence increased at the end of 1970 and the start of 1971. By the time of the 'marching season' in the summer 1971, it was at an all-time high
- The IRA was continuing to grow. Its numbers had been boosted by events such as the Falls Road Curfew in July 1970
- The Unionist government had the power to introduce internment under the terms of the Special Powers Act. Internment had been a successful tactic against the IRA in the past. It had been used in Northern Ireland and Eire
- Internment would give the opportunity to find information on the location of IRA weapons - providing the opportunity to question more IRA members
- The Unionist government believed that a stronger response was needed to the IRA
- Few IRA men had been convicted of the bombings of Protestant-owned businesses. There was intense pressure on Faulkner for a tougher security policy

Nationalist reactions to internment

- Violence increased dramatically, nearly 5 times more deaths in the four months after internment than in the 8 months before it. A large part of this violence was from the IRA
- A rent and rates strike by the SDLP
- Nationalist politicians withdrew from Stormont and local councils
- Civil rights marches were organised against internment. One of these took place at Magilligan Internment Camp on 22 January 1972
- A civil rights march in Derry/Londonderry on 30 January 1972, led to “Bloody Sunday”
- IRA membership grew

Any other valid point

[12]

AVAILABLE
MARKS

15 This question is about the Search for a Solution.

AVAILABLE
MARKS

- (a) Give **two** reasons for the emergence of Sinn Fein in the early 1980s. [2]

Target AO1: Recall of knowledge

Award [0] for responses not worthy of credit

Any **two** reasons:

- The Hunger Strike of 1981 launched Sinn Fein into politics
- Gerry Adams became MP for West Belfast in 1983
- Republicans needed a change of strategy as increased intelligence and undercover work was beginning to take its toll on the IRA
- Violence was limited in what it could achieve
- Some IRA men wanted to become more active in politics
- Sinn Fein's new political strategy was described as 'the armalite in one hand and the ballot box in the other'

Any other valid point [2]

- (b) How did nationalists respond to the Hunger Strike of 1981? [5]

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([2]-[3])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([4]-[5])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- 61 died in violence during the Hunger Strike
- Bobby Sands, IRA commander in the H-Block, was elected MP for Fermanagh-South Tyrone as an anti H-Block candidate
- Large numbers attended the funerals of Bobby Sands and others who died as part of the Hunger Strike
- Bobby Sands' election agent was elected as MP for Fermanagh-South Tyrone after Sands' death
- Gerry Adams was elected Sinn Fein MP for West Belfast in 1983 and Sinn Fein's vote in elections increased significantly
- Increased support for Sinn Fein

Any other valid point [5]

(c) How did the people of Northern Ireland respond to the Anglo-Irish Agreement of 1985? [6]

AVAILABLE
MARKS

Target AO2: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]-[2])

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]-[4])

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]-[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

unionists

- An estimated 100,000 attended a huge rally at Belfast City Hall
- Marches to the headquarters of the new Anglo-Irish Secretariat at Maryfield
- All 15 unionist MPs resigned their Westminster seats
- “Ulster Says No” campaign, a campaign of civil disobedience, including the refusal to set rates in unionist council areas
- A “Day of Action” March 1986 brought much of Northern Ireland to a standstill
- Loyalist violence when the campaign of civil disobedience seemed not to be working, especially against RUC
- Bonfires burning effigies of Margaret Thatcher and Irish Foreign Minister Peter Barry
- Alliance Party supported the agreement

nationalists

- SDLP supported the Anglo-Irish Agreement and saw it as an opportunity to create a better way of life for all in Northern Ireland
- Sinn Fein denounced it as reinforcing partition
- The IRA continued their campaign of violence

Any other valid point

[6]

- (d) Explain why power-sharing introduced to Northern Ireland and how unionists opposed power-sharing in 1973 and 1974. In your answer refer to the bullet points and use other relevant knowledge.
- Attempts to find a political solution
 - Unionist opposition

Target AO2: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

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

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet point(s). Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The bullet point(s) will be used and other relevant knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]-[12])

Answers will provide a full explanation and analysis of the question. The bullet point(s) and other relevant knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Attempts to find a political solution

- Direct Rule was only ever intended to be temporary. Britain wished to re-establish a parliament and government in Northern Ireland as soon as possible
- The new government in Northern Ireland would have to be a power-sharing government in an attempt to provide a fair settlement for all parts of the community in Northern Ireland

Unionist opposition

- United Ulster Unionist Council (UUUC) was formed in opposition to Power-Sharing. UUUC disrupted business in the Power-Sharing Assembly and criticised the Power-Sharing Executive. They won 11 out of the 12 seats in the 1974 General Election
- Loyalist bombs in Dublin and Monaghan, May 1974
- The Ulster Workers' Council (UWC) was formed to show the level of unionist opposition to Sunningdale and force an end to power-sharing
- UWC tactics included regular electricity blackouts, fuel supplies were strictly controlled and road blocks were set up across Northern Ireland
- Total shut-down ordered by UWC when Prime Minister Wilson ordered the army to take over fuel supplies

Any other valid point

[12]

