

New
Specification



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**General Certificate of Secondary Education
2011**

History

Unit 1: Studies in Depth

Foundation Tier

[GHY11]

WEDNESDAY 1 JUNE, MORNING

MARK SCHEME

Section A

Option 1: Germany, 1918–1941

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

1 (a) Below is a list of words linked to the rise of the Nazi Party, 1929–1933:

Hindenburg	Swastika	Von Papen	Goebbels	Storm Troopers
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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) Appointed as Hitler’s Vice-Chancellor Von Papen
- (ii) Nickname given to the SA Storm Troopers
- (iii) President who appointed Hitler as chancellor Hindenburg
- (iv) Symbol used by the Nazis Swastika
- (v) Nazi in charge of propaganda Goebbels [4]

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

(b) (i) Give **one** tactic used by the Nazis to gain support between 1924 and 1928.

Target AO1: Recall of knowledge.

No rewardable material [0]
Tactic identified but no development [1]
Tactic identified with some development [2]

Any **one** tactic:

- Hitler used his trial after the Munich Putsch for propaganda purposes
- wrote Mein Kampf while in prison, outlining main ideas
- decided to contest elections in the Reichstag
- use of propaganda – speeches, posters, rallies
- reorganisation of the party under Gauleiters
- establishment of Hitler Youth

Any other valid point. [2]

- (ii) Describe **two** effects of the Depression of 1929–1933 on Germany.

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:

- as investment from the USA ended, many businesses failed
- unemployment reached a peak of six million
- many people became homeless because they could not pay the rent
- people began to lose faith in their government and began to vote for extremist parties like the Nazis and communists

Any other valid point.

[4]

- (c) (i) Why was Germany affected by a hyperinflation crisis in 1923?

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. There will be more accurate detail and analysis of the main reasons. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- German economy was weak as a result of all the money spent during World War One. The Treaty of Versailles made things worse because of the reparations payments that had to be made and the resources Germany had lost

- German government failed to keep up with reparations payments in 1922 so French invaded the Ruhr area to take goods from the Germans instead of money
- German government ordered passive resistance so there would be nothing for the French to take
- government needed to import fuel and still had to pay striking workers so printed off extra money to do this
- government continued to print extra money with no gold to back it up. This led to hyperinflation

Any other valid point.

[6]

(ii) How did the hyperinflation crisis affect life in Germany in 1923?

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

- money became worthless
- many people lost all their savings
- those on fixed incomes such as pensions suffered as the money they received didn't increase
- people with loans benefited as they could pay them off easily
- many people bartered goods rather than using money
- people were often paid twice daily and prices in shops could change by the hour
- money was used as a toy by children

Any other valid point.

[9]

25

2 This question is about Nazi Germany, 1933–39.

(a) Below is a list of words linked to the experience of Jews in Nazi Germany:

Nuremberg Laws	Master Race	Kristallnacht	Anti-Semitic	Concentration camps
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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) Word which means anti-Jewish Anti-Semitic
 - (ii) Laws which removed Jewish citizenship Nuremberg Laws
 - (iii) Places where many Jews were sent Concentration camps
 - (iv) A term used by Hitler to describe Germans Master Race
 - (v) Night when Jewish businesses and synagogues were attacked Kristallnacht
- [4]

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

(b) (i) Give **one** reason why the Nazis wanted to control the lives of women in Germany.

Target AO1: Recall of knowledge.

- No rewardable material [0]
- Valid reason identified but no development [1]
- Valid reason identified with some development [2]

Any **one** reason:

- women were the mothers of the pure Nazis of the future. They had a key role to play in the creation of the Master Race
- women were responsible for producing the soldiers of the future
- women played a key role in ensuring their children grew up to be loyal Nazis

Any other valid point. [2]

- (ii) Describe **two** actions taken by the Nazis to control the lives of women in Germany between 1933 and 1939.

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 effect

Any **two** actions:

- professional women were sacked from their jobs
- women were discouraged from dieting and smoking as these may have interfered with childbirth
- the Motherhood Cross was introduced for women who had a lot of children – bronze for 4, silver for 6, gold for 8
- newly-married couples were given a loan of 1,000 marks. For each child they had, they could keep a quarter of this
- Lebensborn were established so that single women could become pregnant by SS men
- women were encouraged to exercise and dress traditionally and go without make-up

Any other valid point.

[4]

- (c) (i) Why did the Nazis want to control the lives of young people and workers?

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. There will be more accurate detail and analysis of the main reasons. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- the Nazis believed that everyone should contribute to society by working in some way
 - they needed workers to make Germany self-sufficient and to prepare for war
 - trade unions had made it difficult for bosses to control workers during the time of the Weimar Republic
 - young people were the future mothers and soldiers of Germany. Hitler wanted to ensure they were good Nazis
 - young people were easier to indoctrinate than adults
- Any other valid point. [6]

- (ii) What actions did the Nazis take to reduce unemployment and control the lives of workers?

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

- professional women and Jews were sacked from their jobs but were not included on the unemployment register. Their jobs could be taken by German men
 - RAD was established and was compulsory for all men aged 18–25. They had to carry out work for the government such as road building and tree planting for a very small amount of money
 - conscription was introduced
 - new jobs were created in factories making weapons
 - trade unions were abolished and replaced with the DAF
 - workers had to work longer hours and were not allowed to leave their jobs without permission. Wages were fixed by the government
 - incentives were offered to workers through Strength Through Joy (KDF) programme, e.g. cheap holidays
- Any other valid point. [9] 25

3 This question is about Nazi policies and actions in Europe, 1933–1941.

(a) Below is a list of words linked to German Foreign Policy up to 1936:

Four Year Plan	Anglo-German Naval Agreement	Luftwaffe	League of Nations	Conscription
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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) Agreement made with Britain in 1935 Anglo-German Naval Agreement
- (ii) The German airforce Luftwaffe
- (iii) Forcing people to join the army Conscription
- (iv) Plan to prepare Germany for war Four Year Plan
- (v) Organisation which Germany left in 1933 League of Nations [4]

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

(b) (i) Give **one** reason why Hitler wanted to take over Poland in 1939.

Target AO1: Recall of knowledge.

- No rewardable material [0]
- Valid reason identified but no development [1]
- Valid reason identified with some development [2]

Any **one** reason:

- he detested the Polish corridor which split German territory in two and he wanted the port of Danzig
- the invasion of Poland was part of his quest for lebensraum
- Poland had resources which could be used to help make Germany self-sufficient
- believed the Poles were racially inferior

Any other valid point [2]

- (ii) Describe **two** ways in which Hitler was able to remilitarise the Rhineland in 1936.

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 effect

Any **two** methods:

- marched 22,000 police and 14,000 soldiers into the Rhineland
- Britain didn't think it was worth going to war over as the Rhineland did belong to Germany
- France wouldn't act without Britain, so Germany was able to get away with it

Any other valid point.

[4]

- (c) (i) Why did Hitler want to gain control of the Sudetenland and the rest of Czechoslovakia?

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. There will be more accurate detail and analysis of the main reasons. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- many German speakers lived in the Sudetenland – taking it would help to create Grossdeutschland
- the Sudetenland contained the Skoda arms factory
- taking the Sudetenland would make it easier to take the rest of Czechoslovakia as it contained the country's main defences
- believed the Slavic people in Czechoslovakia were inferior
- wanted lebensraum in Czechoslovakia

Any other valid point.

[6]

- (ii) How was Hitler able to gain control of the Sudetenland and the rest of Czechoslovakia?

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

Sudetenland

- Nazi leader in the Sudetenland, Henlein, stirred up trouble in the Sudetenland – claimed that Germans living there were being badly treated
- threatened Czech leader saying that he was going to march his army into the Sudetenland
- met Chamberlain and agreed that he would take over the parts of the Sudetenland that were mainly German
- signed Munich Agreement with the British, French and Italian leaders, allowing him to take all of the Sudetenland

Czechoslovakia

- taking the Sudetenland had removed all of Czechoslovakia's defences, making it easier to take over
- Hitler took over Bohemia, Moravia and later Slovakia in March 1939 – the first time he had taken non-German land
- Britain and France did nothing to stop Hitler even though he had broken the Munich Agreement

Any other valid point.

[9]

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Option 2: Russia, c1916–1941**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 February Revolution:

Grand Duke Michael	Duma	Dual Authority	Khabalev	Pskov
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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)** Leader of soldiers in Petrograd in February 1917 Khabalev
- (ii)** System of shared government after the February Revolution Dual Authority
- (iii)** Town where the army stopped Nicholas on his return to Petrograd Pskov
- (iv)** Tsar's brother who was offered the position of Tsar in February 1917 Grand Duke Michael
- (v)** Elected parliament banned by the Tsar in 1916 Duma

[4]

[1] for each correct answer

If no answer is correct, award [0]

- (b) (i)**
- Give
- one**
- reason why the Russian army was defeated in World War One.

Any **one** reason:

- 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
- shortages of artillery, ammunition, boots and medical equipment contributed to the defeat of the Russian army. Some reports show that one in three soldiers had no rifle in 1915
- the casualty rate was very high. Over nine 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

- 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”
 - 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
- Any other valid point. [2]

(ii) Give **one** effect of World War One on **each** of the following in Russia by February 1917:

- Peasants
- City workers.

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 **one** effect:

Peasants

- most of the 15 million recruits mobilised for the Russian army were peasants. Most of the 9 million casualties were peasants. The Russian army by 1916 was called “peasants in uniform”
- war had a major impact on the production and distribution of food. Farm horses were taken for use by the army and women and the old were left to maintain agricultural production. Production fell by 15%
- increases in grain prices benefited the peasants. Peasants resented having their food seized to feed the army so many peasants hoarded their produce in the hope of gaining higher prices

Any **one** effect:

City workers

- workers in munitions factories had long hours of work and were subject to strict discipline. Living standards declined because wage increases could not keep pace with inflation
- shortages of fuel and raw materials forced some factories to close in 1916. This increased unemployment and hardship. Food distribution to cities especially Moscow and Petrograd were badly affected because of their remoteness from grain-growing areas
- by early 1917, food queues became common in Petrograd. Food and fuel shortages affected the morale of workers and led to an increase in strikes by late 1916

Any other valid point. [4]

- (c) (i) Why did Rasputin and Tsarina Alexandra become unpopular in Russia by 1916?

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

- Rasputin was a starets or holy man from Siberia who exerted great influence on Tsarina Alexandra, mainly because of his ability to control her son, Alexis's haemophilia. Many in Russia thought he had too much influence with the Tsar and his wife
- Rasputin used his influence with Alexandra to get important jobs in government for his friends. 36 ministers were appointed between 1915 and 1916 which led to political instability. Rasputin's influence also alienated the aristocracy, a group that had been one of the pillars of the autocracy
- Rasputin's debauched personal life, including drunkenness and womanising, led to a loss of respect for the Tsar and his wife
- the war meant that Nicholas left control of the government to Alexandra. This had a negative effect as Alexandra displayed little political skill. She sacked 36 government ministers between 1915 and 1916. This ministerial leapfrogging destabilised the government
- Alexandra was unpopular and under the influence of Rasputin, a disreputable monk. There were rumours of an affair between them and this damaged Alexandra's reputation. Alexandra's rule also alienated the nobility who resented being sidelined as the Tsar's main advisers by Rasputin

- the Tsarina Alexandra was German and was distrusted as Germany was Russia's enemy in World War One
 - Alexandra was uncompromising in upholding the system of autocracy. She refused all offers to co-operate with the Duma
- Any other valid point. [6]

(ii) How did **each** of the following affect support for the Provisional Government between February and October 1917:

- Policies on land and war
- The Kornilov Revolt?

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

Policies on land and war

- the Provisional Government supported Russia's continued involvement in World War One. This was unpopular and did not improve the supply of food and weapons to the army. The June Offensive failed. There were 400,000 casualties, mass desertions and a breakdown in discipline
- the Provisional Government was concerned about the legality of land reform and issues of compensation. It postponed land reform until the election of the Constituent Assembly and the end of the war. By the autumn of 1917, there was a breakdown of law and order in the countryside and desertion from the army as peasants seized land from their landlords

- economic problems continued. High inflation and unrest in factories led to a loss of support from the workers and the middle class

The Kornilov Revolt

- the Kornilov Revolt had important effects on the fortunes of the Bolsheviks and the Provisional Government. General Kornilov, the new commander-in-chief, wanted to restore discipline in the army and remove the influence of the Bolsheviks. Kerensky, however, feared that he wanted to overthrow the Provisional Government
- Kerensky had no military support and was forced to release and give weapons to the Bolshevik Red Guard to defend Petrograd. The Kornilov Revolt failed and the Bolsheviks, now armed, claimed credit for saving Petrograd
- Kerensky and the Provisional Government were isolated. The Kornilov Revolt showed that they had lost all support from the army. The Bolsheviks now planned to overthrow the Provisional Government

Any other valid point.

[9]

25

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

Target AO1: Recall of knowledge.

(a) Below is a list of words linked to the New Economic Policy in Russia:

Trotsky	Nepmen	Bukharin	Rouble	Kulaks
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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) Leading Bolshevik who supported the New Economic Policy | <u>Bukharin</u> | |
| (ii) New money introduced to help the economy | Rouble | |
| (iii) Traders who became rich during the New Economic Policy | Nepmen | |
| (iv) Peasants who became wealthy during the New Economic Policy | Kulaks | |
| (v) Bolshevik leader who opposed the New Economic Policy | Trotsky | [4] |

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

(b) (i) Give **one** reason why the Red Terror was used by the Bolsheviks.

Target AO1: Recall of knowledge.

- No rewardable material [0]
- Valid reason identified but no development [1]
- Valid reason identified with some development [2]

Any **one** reason:

- the Bolsheviks were determined to win the Civil War. The Red Terror was used to enforce conscription and increase the size of the Red Army to five million. The families of 50,000 former Tsarist officers were held hostage to ensure they provided leadership. Anyone attempting to desert was shot by the Cheka

- the Cheka led by Dzerzhinsky organised the Red Terror to remove opposition to the Bolsheviks. Anyone critical of the Bolsheviks was considered a counter revolutionary. Tsar Nicholas II and his family were killed at Ekaterinburg in July 1918. An estimated 200,000 opponents mainly Socialist Revolutionaries were killed or imprisoned during the Red Terror. A purge was also carried out within the Communist Party. Lenin called for “mass terror against counter revolutionaries”
- the Red Terror was used by the Red Army in the ruthless suppression of the Tambov peasant revolt and the Kronstadt mutiny in 1921. This was to ensure the survival of the Bolsheviks against two serious threats to its position

Any other valid point.

[2]

(ii) Describe **two** weaknesses of the White Armies during the Civil War.

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** weaknesses:

- 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 lacked a single command structure. The main army in the east was the Komuch, the army of the SRs, centred at Samara and the right-wing army led by Admiral Kolchak. They even fought against each other and shared little in common. The army of Yudenich in the west aimed to win independence for the Baltic States. The generals of the White Armies had little in common, in contrast to the coherent command structure of the Red Army
- the White Armies controlled the outlying areas which were sparsely populated. The White Army 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 Armies 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. [4]

- (c) (i) Explain why **each** of the following affected Bolshevik control over Russia:
- Closure of the Constituent Assembly
 - Treaty of Brest-Litovsk.

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

Closure of the Constituent Assembly

- 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 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. On 6th January 1918 Lenin used the Red Guard to close down the Constituent Assembly. This showed his ruthless determination to crush all opposition to Bolshevik rule

Treaty of Brest-Litovsk

- a key Bolshevik aim was to take Russia out of World War One. The Treaty of Brest-Litovsk, March 1918, imposed severe terms on Russia. It lost Finland, the Baltic States, Poland and the Ukraine. Russia lost $\frac{1}{6}$ of its population, $\frac{1}{4}$ of its farmland and $\frac{3}{4}$ of its coal and iron deposits. Russia also had to pay three billion roubles in compensation to Germany
- its severe terms shocked many Russians but Lenin believed that these losses would be temporary until Germany's defeat. The Treaty led to open resistance to Bolshevik rule and hastened the outbreak of the Civil War

Any other valid point.

[6]

(ii) How did War Communism affect the lives of **each** of the following between 1918 and 1921:

- Peasants
- Workers in the cities?

Target AO2: Demonstrate 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

Peasants

- 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 five million died from famine between 1920 and 1921
- the unpopularity of War Communism by peasants is shown in the Tambov Rising in 1920

Workers in the cities

- all factories were nationalised in June 1918 and the Vesenkha was set up. This organised 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
- the rouble became worthless and there was rampant inflation. This forced people to barter in order to survive. Workers experienced great hardship and half the workers left the cities in search of food
- industrial production fell by 70% during War Communism. Though the army was supplied, War Communism was very unpopular. Many workers in Petrograd joined the sailors in the Kronstadt Mutiny in March 1921

Any other valid point.

[9]

25

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

Target AO1: Recall of knowledge.

- (a)** Below is a list of words linked to Stalin's relations with Germany between 1939 and 1941:

Poland	Operation Barbarossa	Zhukov	Baltic States	Leningrad
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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)** Russian general who played an important Zhukov role in defending the USSR in World War Two
- (ii)** Russian city besieged by the German army Leningrad
- (iii)** Country divided by Russia and Germany in 1939 Poland
- (iv)** Code name for Germany's invasion of the USSR Barbarossa
- (v)** Countries taken over by the USSR in 1940 Baltic States

[4]

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

- (b) (i)** Give **one** reason why Trotsky failed to become ruler of Russia after Lenin's death in 1924.

Target AO1: Recall of knowledge.

No rewardable material [0]
Valid reason identified but no development [1]
Valid reason identified with some development [2]

Any **one** reason:

- Trotsky was the favourite to succeed Lenin. However, Trotsky's mistakes and misjudgements were significant. 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 prevented the publication of Lenin's will which contained criticism of Stalin and suitability as leader
- Stalin used his position as General Secretary to control appointments and build up a power base of loyal supporters within the party. Trotsky's arrogant personality meant that he failed to build up a power base in the Bolshevik Party. Many Bolsheviks distrusted him because of his Menshevik and Jewish background
- Stalin outmanoeuvred Trotsky in winning support in the Politburo. He exploited 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. By 1929 Stalin was unchallenged leader of the USSR

Any other valid point. [2]

- (ii) Describe **two** effects of Collectivisation on the lives of peasants in the USSR by 1939.

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:

- individual farms were taken from the peasants and turned into state-owned collective farms called kolkhoz, each comprising 50 to 100 households. 99% of farms were collectivised by 1939. Farmers on collective farms received no wages and had to produce quotas of grain and food
- collectivisation of agriculture created turmoil and a high human cost as kulaks resisted enforced collectivisation. They killed livestock and refused to plant crops. Over 2.5 million kulaks were killed or sent to labour camps to work on projects linked to the Five Year Plans. Conditions were terrible and there was a high death rate. In the Ukraine up to 5 million died of 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 until 1939

Any other valid point. [4]

- (c) (i) Why did Stalin want to modernise agriculture and industry in the USSR in 1928?

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 NEP was a divisive issue in the Communist Party. Stalin disliked the NEP and the influence of the kulaks who were accused of hoarding grain and causing shortages in the cities in 1928 and 1929
- larger units of land could be farmed more effectively using machinery supplied by Machine Tractor Stations. This would increase production and make it easier to collect grain needed for the cities and for export
- Stalin wanted to modernise the Russian economy by a rapid process of industrialisation. Collectivisation would lead to modernisation of agriculture and free thousands of peasants to work in industries in the cities
- industry was underdeveloped and only 20% of the population worked in industry. Stalin wanted to modernise industry as he believed that capitalist countries (the West) would invade Russia to overthrow communism. Stalin believed that it was essential to modernise to defend Russia: “either we modernise or they (the West) will crush us”
- the Five Year Plans were an opportunity for the Bolsheviks to impose communist principles on the economy. The NEP, a compromise with capitalism, had been unpopular among many communists. Stalin, now firmly in power, saw this as an opportunity to increase state control over the economy

Any other valid point.

[6]

(ii) How did the Five Year Plans affect **each** of the following in the USSR by 1939:

- Industry
- The lives of the workers?

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

Industry

- the Russian economy was now centrally controlled. An organisation called Gosplan set targets for each region, factory and worker. New areas of Russia east of the Urals, e.g. Siberia, were opened up and new cities built and industries developed
- Stalin set up a series of Five Year Plans aimed at increasing production, especially heavy industry: coal, iron and steel. Ambitious production targets were set for all sectors of the economy. The Stakhanovite Movement encouraged workers to achieve high production targets
- the USSR's Gross National Product doubled between 1928 and 1941. Industrial production increased significantly, e.g. coal production increased from 29 million tons in 1928 to 168 million tons in 1941

The lives of the workers

- most of those who took part in the Five Year Plans displayed high idealism and believed that they were creating a new socialist society. By 1939 the USSR had become an industrial society with 38% of the population working class. However, the quality of work was often below standard as most of the new work force mainly consisted of illiterate peasants. Women were encouraged to work in industry: 40% of all industrial workers were women in 1937
- new areas of Russia east of the Urals, e.g. Siberia were opened up and new cities built and industries developed.
- working and living conditions were very primitive. Nine million kulaks were sent to labour camps and forced to work in terrible conditions, e.g. constructing the Baltic Sea Canal

Any other valid point.

[9]

25

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

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

Target AO1: Recall of knowledge.

(a) Below is a list of terms linked to the USA’s relations with Europe between 1918 and 1928:

Wilson	League of Nations	Harding	Return to Normalcy	Germany
--------	-------------------	---------	--------------------	---------

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

(i) The slogan used by the Republican Party Return to Normalcy in the 1918 election:

(ii) Enemy of the USA in World War One Germany

(iii) US President who wanted closer relations with Europe Wilson

(iv) US President who wanted the USA to follow a policy of Isolationism Harding

(v) Organisation that the USA refused to join in 1920 League of Nations

[4]

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

(b) (i) Give **one** reason why some Americans disliked jazz music in the 1920s.

Target AO1: Recall of knowledge.

No rewardable material [0]
Valid reason identified but no development [1]
Valid reason identified with some development [2]

Any **one** reason:

- jazz music was played by Black musicians. Those WASPs who regarded Black Americans as second-class citizens disapproved
- jazz music was linked to rhythmic dances like the Charleston. Conservative and religious groups condemned these as immoral and corrupting the young

- jazz music was often performed in speakeasies. Those who supported Prohibition condemned jazz music for tempting young people to drink alcohol

Any other valid point. [2]

- (ii) Describe **two** effects of the motor car on the economy and lives of Americans in the 1920s.

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:

- over 26 million cars were built in the 1920s. The price of the Model T Ford fell to \$295 in 1929. The car industry created a demand for ancillary industries, for example, glass, leather, rubber and steel
- mass production techniques based on electrical power were developed. Henry Ford pioneered the use of the assembly line to produce cars more quickly. Work was carefully planned. 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 could reduce the cost of a car 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 changed the lives of Americans by creating a more mobile society. It gave people freedom to travel and encouraged people to move to the suburbs because they could drive to work
- young people used the car to visit cinemas or speakeasies. Some condemned the car for the decline in morals among the young people in the 1920s by giving them the opportunity for "sexual freedom"

Any other valid point. [4]

- (c) (i) Why was Prohibition introduced in the USA in 1920?

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 dominant group in the USA, the WASPs had supported temperance before 1920. Drinking alcohol was against the beliefs of many religious groups in the USA. Preachers, such as Billy Sunday 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. The USA had been at war against Germany in 1917 and 1918. Many of the big American brewers were of German background. Refusing to drink alcohol was seen by many as a patriotic duty. Concerns about immigration were increasing among WASPs. Use of alcohol was associated with the lifestyle of the new immigrants from South and East Europe
- alcohol was seen as the cause of break-up of families. Influential groups such as the Anti Saloon League launched a poster campaign depicting alcohol as the cause of the USA's social problems. It was linked to other vices such as gambling
- medical reports in the early 20th century linked alcohol to liver disease and damaging the health of pregnant women. This influenced attitudes against alcohol

Any other valid point.

[6]

- (ii) What problems did Black Americans face in the USA in the 1920s?

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

- Black Americans made up 10% of the population and lived mainly in the Southern States. The state governments did not want Black Americans to challenge their political control. They introduced the Jim Crow Laws which ensured that the Black Americans did not have equal civil rights. The principle of the Jim Crow Laws was segregation. Blacks were denied equality in education, housing and access to the law and public amenities
- the Ku Klux Klan became strong in the Southern States with five million members in 1925. It used violence and intimidation to ensure the supremacy of the WASPs, e.g. preventing Blacks from voting or buying property. Over 400 Blacks were illegally killed or lynched by the KKK in the 1920s
- Blacks suffered economic discrimination. They were mainly sharecroppers or servants. Those who migrated to the northern cities faced discrimination and lived in ghettos in the northern cities

Any other valid point.

[9]

25

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

Target AO1: Recall of knowledge.

(a) Below is a list of words linked to the effects of the Great Depression on life in the USA between 1929 and 1933:

Hoovervilles	Hobos	Evictions	Bread Lines	Bonus Army
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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)** Migrant workers who moved across the USA in search of work Hobos
- (ii)** Slum houses built by the homeless at the edge of most American cities during the Depression Hoovervilles
- (iii)** Former soldiers who marched to Washington in 1932 Bonus Army
- (iv)** Groups of unemployed queuing for free food from charities Bread Lines
- (v)** Forcing people from their homes because they were unable able to pay their mortgage or rent Evictions

[4]

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

(b) (i) Give **one** reason for the increase in the price of shares between 1927 and 1929.

Target AO1: Recall of knowledge.

- No rewardable material [0]
- Valid reason identified but no development [1]
- Valid reason identified with some development [2]

Any **one** reason:

- the economy prospered during the 1920s and business profits increased. The value of company shares in the New York Stock Exchange increased to reflect rising company profits. There was little regulation of the Stock Exchange
- 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 over one million 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 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 to the banks if share prices fell

Any other valid point.

[2]

(ii) Describe **one** effect of the Wall Street Crash on **each** of the following:

- Investors in shares
- Banks.

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 **one** effect:

Investors in shares

- many investors who had borrowed from banks to buy shares “on the margin” went bankrupt. They were unable to repay their debts because the value of the shares had fallen. The value of shares in radio company fell from 505c in October 1929 to 28c in November
- the Wall Street Crash led to increased unemployment and eviction because people could no longer afford to repay their mortgages

Banks

- there was little regulation of the banking system before 1929. Banks used savers' deposits to invest in shares and lent money to stockbrokers and speculators. Banks also lent money to unsound companies. Banks contributed to the Wall Street Crash by putting pressure on speculators which led to panic selling of shares
- banks lent money to speculators to buy shares "On the Margin" and many banks had invested money in shares. The Wall Street Crash led to panic selling of shares and a collapse in prices. Many speculators were unable to repay debts. This led to a cash flow crisis for many banks. 642 banks collapsed in 1929
- customers with savings in banks began to panic and withdraw their savings. This panic rush by savers led to the collapse of over 4,000 small independent banks by 1933. Nine million Americans lost their savings. The American banking system was on the verge of collapse by 1932
- banks became very reluctant to lend money to businesses to keep industry going. This led in turn to cut backs in investment and production and a vicious cycle of falling demand and rising unemployment

Any other valid point.

[4]

- (c) (i) Why did President Hoover fail to deal with the effects of the Depression between 1929 and 1932?

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

- Hoover was a Republican and had strong support for laissez-faire or little federal government interference. Hoover was a self-made millionaire with a deep belief that federal government help would only encourage dependence on the government
- Hoover also believed in “Rugged Individualism”. Americans could only succeed by their own efforts and not receive help from the federal government
- the Wall Street Crash triggered a world depression of great length and severity. Hoover was a Quaker and he did care about the social effects of the Depression, e.g. he took no salary. However, Hoover underestimated the seriousness and length of the Depression. His reassuring statements such as “Prosperity is just around the corner” rang hollow
- Hoover’s actions were inadequate to deal with the effects of the Depression. Between 1929 and 1931 he relied on Voluntarism or asking employers not to make workers unemployed. This was ignored as unemployment increased from one million to 12 million
- Hoover’s job creation schemes especially the Hoover Dam project were too limited in scale to make an impact on the rising levels of unemployment
- Hoover’s belief in protectionism led him to increase tariffs in the Hawley Smoot Act in 1930. This worsened the USA’s economic problems as other countries retaliated and world trade continued to decline

Any other valid point.

[6]

- (ii) How were the lives of farmers and sharecroppers affected by the Great Depression between 1929 and 1932?

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

- farmers had missed out on the economic boom of the 1920s as grain and meat prices continued to fall. During the Depression prices continued to decrease as the value of agriculture produce fell from \$13 billion to \$7 billion between 1929 and 1932. The price of wheat decreased from 103c per ton in 1929 to 38c per ton in 1933
 - many farmers had borrowed heavily from banks in order to purchase new machinery. By 1932 over 40% of all farms were mortgaged to banks due to debt and the number of evictions increased
 - many sharecroppers and farm labourers lost their jobs and experienced severe hunger. At the same time farmers were forced to destroy crops to force prices up and because it was too expensive to harvest them. Poverty existed in the midst of plenty in the USA during the Depression
 - in the Mid-West the position of farmers worsened because of the Dust Bowl. Drought and over cropped soil led to dust storms ruining millions of acres of previously-fertile land. Thousands of farmers from Oklahoma and Arkansas migrated west to California in search of a new life as farm labourers
- Any other valid point.

[9]

25

9 This question is about Roosevelt and the New Deal.

Target AO1: Recall of knowledge.

(a) Below is a list of names linked to opposition to the New Deal:

Republican Party	Dr Townsend	Fr Coughlin	Huey Long	Boondoggles
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Target AO1: Recall of knowledge.

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

- (i) Description of some jobs created by the New Deal Boondoggles
- (ii) Set up the National Union for Social Justice to protest at the failure to help the poor Fr Coughlin
- (iii) Political party opposed to the New Deal Republican Party
- (iv) Wanted to give pensioners \$200 per month Dr Townsend
- (v) Wanted a “Share Our Wealth” scheme Huey Long [4]

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

(b) (i) Give **one** reason why businessmen and employers disliked the New Deal.

Target AO1: Recall of knowledge.

- No rewardable material [0]
- Valid reason identified but no development [1]
- Valid reason identified with some development [2]

Any **one** reason:

- Big Business believed in low taxation and opposed the New Deal because they objected to the higher taxes needed to fund the New Deal which cost \$17 billion by 1939
- the Republican Party objected to some of the job creation agencies being a waste of taxpayers’ money. In 1934 business leaders formed the Liberty League to oppose Roosevelt and the New Deal

- businessmen disliked reforms such as the eight-hour day, the minimum wage and the end of child labour in the coal mines
- business leaders resented support for the trade unions in the Wagner Act. Business leaders like Henry Ford viewed trade unions as agents of communism and used force against trade unionists in his car factories. In 1934 and 1935 there were a number of bitter industrial disputes and strikes were often broken up violently

Any other valid point. [2]

(ii) Describe **one** way in which agriculture was affected by each of the following by 1939:

- Agricultural Adjustment Administration
- Tennessee Valley Authority.

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 **one** effect of each:

Agricultural Adjustment Administration

- 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 grown and number of animals. Six 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%.

Tennessee Valley Authority

- 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 to control 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 because light engineering moved into the area to take advantage of cheap power

Any other valid point. [4]

- (c) (i) Why did the Supreme Court cause problems for Roosevelt and the New Deal?

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 Supreme Court was the “Guardian of the Constitution”. Most of its nine 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

Any other valid point.

[6]

- (ii) In what ways did the New Deal help workers and the unemployed in the USA between 1933 and 1939?

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

- Roosevelt called unemployment “a subtle destroyer of the human soul”. Reducing unemployment was a major priority for Roosevelt as there were 13 million unemployed in 1933 and industrial production had fallen by 50%. Roosevelt believed in “Action and Action Now”. However, unlike Hoover he had no fixed ideas on how to end the Depression. He was pragmatic and prepared to experiment with a variety of approaches. He believed that federal government-funded job creation schemes were vital
- Roosevelt believed that capitalism and democracy could solve the effects of the Depression. His guiding principle was the three Rs: Relief of poverty; Recovery by reviving industry and creating jobs; Reform to make the USA a better place to live for workers and the unemployed. Roosevelt sought advice from expert advisers who devised the detailed policies that became the agencies 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 two 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 work 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

Any other valid point.

[9]

25

Section A

50

Section B

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

10 This question is about Anglo-Irish relations up to the outbreak of World War Two in September 1939.

Target AO1: Recall of knowledge.

(a) Below is a list of words linked with Anglo-Irish relationships before World War Two:

Berehaven	The Border	Lord Craigavon	Chamberlain	Stormont
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Match **each** word to the correct description. The first one has been done for you.

- | | | |
|--|-----------------|-----|
| (i) The name for the Northern Ireland Parliament | <u>Stormont</u> | |
| (ii) Prime Minister of Northern Ireland at the outbreak of World War Two | Lord Craigavon | |
| (iii) One of the Treaty ports | Berehaven | |
| (iv) Division between Northern Ireland and the Irish Free State | The Border | |
| (v) British Prime Minister when World War Two started | Chamberlain | [4] |

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

- (b) (i)** Give **one** reason why Éire remained neutral on the outbreak of World War Two.

Target AO1: Recall of Knowledge.

No rewardable material [0]

Valid reason identified but no development [1]

Valid reason identified with some development [2]

Any **one** reason:

- Éire was in no position to fight a war – weak in military and economic terms
- Éire wanted to assert its independence from Great Britain
- De Valera wanted to protect his people from the hardships of war
- most people in Ireland favoured neutrality, so de Valera took the popular line

Any other valid point. [2]

- (ii)** Describe **two** changes made to the Anglo-Irish Treaty by de Valera.

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 a change made to the Treaty [2]

Apply above criteria to each reason

Any **two** of the following:

- the Oath of Allegiance was abolished
- reduction in power of and later abolition of the post of Governor-General
- the Head of State was no longer the British monarch but an elected President

Any other valid point. [4]

- (c) (i)** Why did an Economic War break out between the Irish Free State and Britain in the 1930s?

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 why an Economic War started. 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 why an Economic War started. There may be omissions and lack of focus on explanation. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain why an Economic War started with more accurate detail and analysis of the main reasons. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- de Valera discontinued payment of Land Annuities in 1933
- Irish farmers had resented making these payments as they believed that they should not pay for land which they already owned
- Britain was angry since these Land Annuities were worth £5m per year
- Britain imposed a 20% duty on Irish imports to the UK
- de Valera retaliated by imposing a duty on UK imports to Éire

Any other valid point.

[6]

- (ii) How did the Economic War affect life in Northern Ireland and Éire?

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 how the Economic War affected life in Northern Ireland and Éire. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of how the Economic War affected life in Northern Ireland and Éire. 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 how the Economic War affected life in Northern Ireland and Éire. Answers will contain more accurate detail on the main responses. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- Éire's economy badly affected
- Northern Ireland was not badly affected as trade with Britain continued
- Irish farmers were affected badly with the loss of markets for their agricultural produce. Demand for cattle fell
- Éire was hit badly by a coal shortage
- by 1935 Éire was in serious economic difficulties: imports had fallen, but exports had fallen even more and there was a considerable balance of payments problem
- subsistence farmers in Éire suffered less during the Economic War as they benefited from a reduction in their annuity payments
- it damaged trade with Northern Ireland. There was a reduction in the import of goods from Éire. This led to more smuggling across the border to avoid import duties
- economic problems in areas such as Donegal which were cut off from markets in Strabane and Londonderry/Derry

Any other valid point.

[9]

25

11 This question is about the effects of World War Two on Northern Ireland and Éire.

(a) Below is a list of words linked with the effects of World War Two on Northern Ireland:

Rationing	ARP	Harland and Wolff	Anderson shelter	Donegal Air Corridor
-----------	-----	-------------------	------------------	----------------------

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

- | | | | |
|-------|---|-----------------------------|-----|
| (i) | Air space between Fermanagh and the Irish Coast | <u>Donegal Air Corridor</u> | |
| (ii) | The need to control prices and supplies during war time | Rationing | |
| (iii) | Provided protection during air raids | Anderson shelter | |
| (iv) | A shipbuilding firm in Belfast | Harland and Wolff | |
| (iv) | Organisation which warned of air raids | ARP | [4] |

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

(b) (i) Give **one** reaction by Britain to Éire’s decision to remain neutral during World War Two.

Target AO1: Recall of Knowledge.

No rewardable material [0]
Valid reaction identified but no development [1]
Valid reaction identified with some development [2]

Any **one** reaction:

- Britain believed that Éire’s neutrality hindered the war effort
- some British politicians criticised Irish neutrality especially after 1941 when the USA entered the war
- June 1940 – British Government put forward proposals for a United Ireland if Éire entered the war on their side
- Britain was worried that Germany might invade Éire and use it as a base for attacking Britain
- when the war ended Churchill condemned de Valera’s role in the conflict

Any other valid point. [2]

- (ii) Describe **two** ways in which the Blitz affected Belfast and its people.

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 how Belfast and its people were affected [2]

Apply above criteria to each reason

Any **two** ways:

- Belfast experienced four major German air raids in 1941
- raids on 15th–16th April caused serious damage and heavy casualties. Emergency services in Belfast could not cope
- Germans carried out sustained attacks on industrial and military targets in central, north and east Belfast. These were situated close to densely-populated areas. Over 50% of the houses in Belfast were damaged or destroyed and over 1000 people were killed
- the bombing of the shipyards and aircraft factory meant that industrial production did not return to normal for six months

Any other valid point.

[4]

- (c) (i) Why were there different views in Northern Ireland about the introduction of conscription during World War Two?

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 why there were different views about conscription. 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 why there were different views about conscription. There may be omissions and lack of focus on explanation. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain why there were different views about conscription with more accurate detail and analysis of the main reasons. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- when conscription was introduced in Britain in April 1939 it was not extended to Northern Ireland. The Northern Ireland Government demanded that it should be introduced
- when the issue re-surfaced in 1941 there were immediate objections from northern nationalists as they would not want to fight for Britain
- the choice of Sir Basil Brooke to lead the recruitment drive, was unpopular with nationalists who remembered his earlier speeches urging unionists to “employ good Protestant lads and lassies”
- nationalists organised a protest rally in Belfast, attended by over 10,000 people, including Nationalist MPs
- some unionists were convinced that conscription was likely to create problems
- the memories of the high losses on the Somme in 1916 were still strong

Any other valid point.

[6]

- (ii) How did World War Two affect Northern Ireland’s industry and agriculture?

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 how World War Two affected Northern Ireland’s industry and/or agriculture. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of how World War Two affected Northern Ireland’s industry and/or agriculture. 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 both agriculture and industry. Answers will contain more accurate detail on the main responses. Spelling, punctuation and uses the rules of grammar with consistent accuracy.

Indicative Content

Agriculture

- more ground was used for growing crops, e.g. the number of allotments rose from 2000 in 1939 to 8000 by 1945
- the Ministry of Agriculture became responsible for the purchase, distribution and sale of food locally
- Ulster supplied 20% of the UK requirement for eggs and exported £3m worth of sheep and cattle each year
- pressure to increase food production (e.g. Dig for Victory)
- due to the difficulty in obtaining imported flax, the acreage of flax increased six-fold

Industry

- Harland and Wolff managed the Foyle Yard in Derry/Londonderry, which acted as a repair base for Atlantic convoy escorts
- materials for D-Day were produced in Northern Ireland
- Stirling bombers and Sunderland flying boats were built
- 200 million metres of cloth for uniforms
- 75 million shells and 50,000 bayonets
- Belfast Blitz – heavy bombing of industries such as Shorts and the shipyards at Harland and Wolff

Any other valid point.

[9]

25

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

(a) Below is a list of words linked with Post-War Social and Political Changes:

Aneurin Bevan	Commonwealth	Nationalisation	Clann na Poblachta	Clement Attlee
---------------	--------------	-----------------	--------------------	----------------

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

- | | | |
|---|---------------------------|-----|
| (i) Party in government in Éire in 1948 | <u>Clann na Poblachta</u> | |
| (ii) British Prime Minister who introduced the Welfare State | Clement Attlee | |
| (iii) Minister of Health in Britain when the NHS was introduced | Aneurin Bevan | |
| (iv) Policy of Labour Government towards industry | Nationalisation | |
| (v) Group of states that Éire left in 1949 | Commonwealth | [4] |

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

(b) (i) Give **one** economic problem that Éire faced after 1945.

Target AO1: Recall of Knowledge.

No rewardable material [0]

Valid economic problem identified but no development [1]

Valid economic problem identified with some development [2]

Any **one** problem:

- Éire suffered a severe economic depression after the war. It was isolated economically by Britain and its Allies
- Éire experienced rationing and high emigration rates
- by January 1947 Éire was still in a State of Emergency – shortages of materials and unemployment
- the scarcity of building materials such as timber in Éire made it difficult to build new homes and schools
- benefits were almost non-existent and there was no Welfare State
- 1947 – harsh winter and a severe coal shortage

Any other valid point.

[2]

- (ii) Describe **two** ways in which the Education Act of 1947 changed education in Northern Ireland.

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 how education was changed [2]

Apply above criteria to each reason

Any **two** ways:

- all children over 11 were guaranteed free secondary education
- Stormont increased funding for Catholic voluntary schools from 50% to 65%, much higher than was available in England
- the 11+ examination offered free grammar school education
- the school leaving age was raised to 15
- local education authorities were obliged to provide free services to all schools including medical treatment, transport, milk, meals, books and stationery
- the total number of pupils in secondary education doubled between 1947 and 1955

Any other valid point.

[4]

- (c) (i) Why did people in Britain and Northern Ireland welcome the introduction of the Welfare State?

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 why people in Britain and Northern Ireland welcomed introduction of the Welfare State. 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 why people in Britain and Northern Ireland welcomed introduction of the Welfare State. There may be omissions and lack of focus on explanation. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain why people in Britain and Northern Ireland welcomed introduction of the Welfare State with more accurate detail and analysis of the main reasons. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- poverty of the slums had been exposed by the war – Labour provided a massive house-building programme to provide every British family with a good standard of housing. The Housing Trust was set up in Northern Ireland in 1945 to oversee construction of new houses
- widespread poverty amongst many working-class people
- acute shortages of coal in 1947; white bread and potatoes had to be rationed for the first time in 1946
- this period was known as Austerity. Labour promised to tackle these conditions through improved housing, better working conditions and a Welfare State
- Labour provided funding to ensure that standards in Northern Ireland were the same as in the rest of the UK
- Northern Ireland's population was assisted through initiatives such as family allowance, national assistance and pensions. These were welcomed by many in Northern Ireland

Any other valid point.

[6]

(ii) How did **each** of the following affect relations between Éire and Great Britain:

- Declaration of the Republic, 1949
- Ireland Act, 1949?

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 how each affected relations between Éire and Great Britain. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of how relations were affected between Éire and Great Britain. 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 how relations were affected between Éire and Great Britain. Answers will contain more accurate detail on the main responses. Spelling, punctuation and uses the rules of grammar with consistent accuracy.

Indicative Content

- Britain accepted the Declaration of a Republic quite calmly
- relations did not deteriorate
- Britain introduced the Ireland Act in 1949, which recognised the Republic and defined the principles that would affect relations between the two countries
- relations between Britain and the Republic became more clearly defined as a result of the Act. There was hostility in the Republic over the guarantee to Northern Ireland
- people from the Republic did not require a work permit and could vote in British elections. Irish citizens would continue to be treated as though they were British subjects when in Britain
- the Republic was given favourable trading standards with Britain in relation to other European countries – special relationship

Any other valid point.

[9]

25

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

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 events in Northern Ireland in the 1960s:

People's Democracy	James Chichester-Clark	Eddie McAteer	Séan Lemass	Burntollet
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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) Stormont minister who resigned in 1969 | <u>James Chichester-Clark</u> | |
| (ii) Irish Taoiseach who visited Northern Ireland in 1965 | Sean Lemass | |
| (iii) Civil rights organisation | People's Democracy | |
| (iv) Place where a civil rights march was attacked | Burntollet | |
| (v) Leader of the Nationalist Party in the 1960s | Eddie McAteer | [4] |

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

(b) (i) Give **one** reason why many unionists were opposed to O'Neill's policies.

Target AO1: Recall of knowledge.

- No rewardable material [0]
- Valid reason identified, but no development [1]
- Valid reason identified with some development [2]

Any **one** reason:

- opposition to cooperating with the Irish Republic as it laid claim to "the whole island" of Ireland in its Constitution
- opposition to co-operating with the Irish Republic when the power of the Catholic Church was so strong there

- O'Neill selected as leader of the Unionist Party – most MPs had favoured Faulkner
 - Cabinet objected to O'Neill's failure to consult them before Lemass visit
 - opposition to O'Neill's reforms towards Catholics – too liberal. William Craig criticised O'Neill's television appearance after O'Neill's Five Point Reforms as giving in to pressure from the British Government
 - opposition to the Cameron's Commission of Enquiry after the violence at Burntollet Bridge. Faulkner resigned saying O'Neill wasn't strong enough to handle the situation
 - Chichester-Clark resigned over one-man-one-vote
 - O'Neill's aloof attitude to criticism
- Any other valid point. [2]

- (ii) Describe **two** ways in which O'Neill attempted to improve relations with nationalists in Northern Ireland.

Target AO1: Recalls, 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 [2]

Apply above criteria to each action

Any **two** actions:

- visited Cardinal William Conway, the spiritual leader of Ireland's Catholics
- offered official condolences on the death of Pope John XXIII
- visited schools run by the Catholic Church
- increased financial support for Catholic schools and hospitals
- declared the UVF illegal in 1966
- introduced Five Point Reform Programme in 1968
- set up Cameron's Commission of Enquiry in 1969 to investigate the violence at Burntollet

Any other valid point. [4]

- (c) (i) Why was the Northern Ireland Civil Rights Association set up in 1967?

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 reason for the issue of event studied. Limited relevant details 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 continued discrimination against Catholics
e.g. allocation of council housing, allocation of government jobs, law and order (role of B-Specials) etc.
- a feeling that O'Neill had been too slow to bring change and that his policies favoured Protestants (e.g. location of new university in the Protestant town of Coleraine instead of the mainly Catholic city of Derry/Londonderry)
- influence of a new generation of university-educated Catholics, confident that they could bring real change
- inspiration from the US Civil Rights movement led by Reverend Martin Luther King whose campaign of civil disobedience had won major concessions from the US Congress
- inspiration from the student demonstrations in France
- saw the growing self-confidence of Catholics elsewhere, especially John F. Kennedy (the USA's first Catholic President)
- unhappy with the performance of the Nationalist Party in Northern Ireland whose only policy seemed to be the ending of partition

Any other valid point.

[6]

- (ii) How did O'Neill attempt to improve the economy of Northern Ireland in the 1960s?

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]–[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

- he invested £900 million in the economy
- multinational firms such as Dupont, Grundig and ICI were attracted over 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 to relieve pressure on housing
- a new university was developed in Coleraine to provide a trained workforce
- a new airport was under development to improve communication
- the construction of a new motorway system was begun to improve communication/infrastructure
- 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.

[9]

25

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

- (a) Below is a list of words linked with Northern Ireland before the introduction of Direct Rule:

Reverend Ian Paisley	Belfast	Bloody Friday	UVF	RUC
-------------------------	---------	------------------	-----	-----

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

- (i) Violent event following the introduction of Direct Rule Bloody Friday
- (ii) Police force in Northern Ireland RUC
- (iii) Loyalist paramilitary organisation UVF
- (iv) Unionist leader Reverend Ian Paisley
- (v) Place where violence broke out in 1969 Belfast [4]

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

- (b) (i) Give **one** reason why nationalists welcomed the arrival of troops in Northern Ireland in August 1969.

Target AO1: Recall of knowledge.

No rewardable material [0]

Valid reason identified, but no development [1]

Valid reason identified with some development [2]

Any **one** reason:

- nationalists saw troops as their protectors from attacks by loyalists and the RUC, e.g. the Battle of the Bogside
- nationalists had no confidence in the RUC
- nationalist politicians had asked Westminster to send over troops – their appeal was granted

Any other valid point. [2]

(ii) Describe **two** actions taken by unionists to oppose Direct Rule.

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 [2]

Apply above criteria to each action

Any **two** actions:

- huge demonstration at Stormont during last hours of unionist rule
- a series of strikes and shutdowns managed to shut down life in Northern Ireland for a two-day period
- spate of sectarian murders – especially in Belfast
- support for strongly unionist parties, e.g. the DUP increased
- support for loyalist paramilitaries, e.g. the UDA increased

Any other valid point.

[4]

(c) (i) Why did the Provisional IRA emerge in Northern Ireland by 1970?

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 of 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

- “I Ran Away” – accusations that the IRA were not defending Catholics in Belfast against loyalist and police attacks in summer of 1969
- a feeling that the old “Official” IRA were too soft on the struggle for a united Ireland. They had become a socialist group
- to achieve a united Ireland through violence
- to achieve civil rights
- to drive British troops out of Ireland
- to destroy the Stormont government

Any other valid point.

[6]

(ii) How did **each** of the following respond to the introduction of internment in Northern Ireland in August 1971:

- Nationalists
- Unionists?

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]–[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 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

Nationalists

- internment was introduced in August 1971. It meant the arrest, interrogation and detention without trial of anyone suspected of being in the IRA. This was resented by nationalists as a clear abuse of civil rights
- there was a huge increase in violence in response to internment. In the four months after internment, 143 people were killed through bombings and shootings. This was five times as many as in the previous eight months of 1971. Much of this violence, although not all, was from the Provisional IRA
- Provisional IRA recruitment grew
- the SDLP and the Republican Labour Party encouraged a rent and rates strike
- civil rights marches started up again: Bloody Sunday was a result of an anti-internment march. It ended in violence and the death of 12 marchers
- Another of these anti-internment marches, at Magilligan Internment Camp, was dispersed by the army with baton charges and CS gas

Unionists

- unionists supported internment as a necessary method of dealing with the IRA
- loyalist violence increased in response to the growth of the IRA. The UDA was formed in September 1971

Any other valid point.

[9]

25

15 This question is about The Search for a Solution.

(a) Below is a list of words linked with the search for a solution:

UUUC	Road blocks	John Hume	Brighton	Hillsborough
------	-------------	-----------	----------	--------------

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

- (i) Scene of bomb attack against the British Government Brighton
- (ii) Place where the Anglo-Irish Agreement was signed Hillsborough
- (iii) Group of Unionist politicians opposed to power-sharing UUUC
- (iv) SDLP leader in the 1980s John Hume
- (v) Set up during protest against power-sharing Road blocks

[4]

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

(b) (i) Give **one** result of the Ulster Workers' Council strike of 1974.

Target AO1: Recall of knowledge.

No rewardable material [0]
Valid result identified, but no development [1]
Valid result identified with some development [2]

Any **one** result:

- essential supplies, such as electricity, were drastically reduced
- travel became almost impossible, due to road blocks and reduced petrol supplies
- the British Prime Minister, Harold Wilson, made a famous speech criticising the strikers, calling them "spongers". This angered the strikers
- the British Government attempted to break the strike by ordering the army to take control of fuel supplies
- the Power-Sharing Executive eventually collapsed, unable to govern any longer

Any other valid point.

[2]

- (ii) Describe **two** actions taken by unionists to oppose the Anglo-Irish Agreement of 1985.

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 [2]

Apply above criteria to each action

Any **two** actions:

- a huge protest rally at Belfast's City Hall – an estimated 100,000 (at least) attended
- 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 attacks against RUC
- bonfires burning effigies of Margaret Thatcher and Irish Foreign Minister Peter Barry

Any other valid point.

[4]

- (c) (i) Why did republican prisoners go on hunger strikes in 1980 and 1981?

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 of 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

- removal of Special Category Status
- previous protests against removal of Special Category Status hadn't worked, e.g. Blanket Protest, where prisoners had refused to wear prison clothes
- hunger strikes had been a successful tactic in the past. It had been used in protest against governments north and south of the border
- to increase republican popularity – republicans to be seen as victims, rather than simply terrorists
- 1981 hunger strike held in frustration at Britain's decision not to give concessions after 1980 Hunger Strike

Any other valid point.

[6]

(ii) How did **each** of the following respond to the Hunger Strikes of 1980 and 1981:

- Nationalists in Northern Ireland
- The British Government?

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]–[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 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

Nationalists in Northern Ireland

- violence increased outside the walls of the Maze Prison. While the 1981 Hunger Strike lasted, 61 died
- election of Bobby Sands as MP for Fermanagh-South Tyrone. He stood as an anti-H Block candidate
- huge turnout at Sands’ funeral
- election of Sands’ election agent as MP for Fermanagh-South Tyrone after Sands’ death
- high vote for Sinn Fein in 1983 Westminster elections. Gerry Adams replaced Gerry Fitt as MP for West Belfast
- nationalists believed the British Government had badly mishandled the whole affair
- unionists were horrified at nationalist support for the hunger strikers whom unionists saw as gunmen and murderers. Therefore, relations got worse between unionists and nationalists.

The British Government

- unionists urged British Prime Minister Margaret Thatcher not to give concessions to the hunger strikers
- Margaret Thatcher was determined not to give concessions to people whom she viewed as terrorists. She stated that “Crime is crime is crime”
- republican prisoners during the Hunger Strike of 1980 wrongly believed they had secured a deal with the British Government allowing them to wear their own clothes. As a result, this protest was called off
- no concessions were made to the hunger strikers during the 1981 Hunger Strike. However, within a week of the end of the 1981 Hunger Strike, a number of concessions were granted – such as allowing republican prisoners to wear their own clothes and greater reductions of sentences

Any other valid point. [9]

Section B

Total

25

50

100