



**General Certificate of Secondary Education
2012**

History

Unit 1: Studies in Depth

Higher Tier

[GHY12]

THURSDAY 7 JUNE, MORNING

**MARK
SCHEME**

Section A**Option 1: Germany, 1918–1941****1 This question is about the Aftermath of World War One and the Weimar Republic.**

- (a) Give **two** actions taken by Germany between 1925 and 1928 to improve its relations with other countries.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** actions:

- signed Locarno Treaty in 1925
- joined the League of Nations in 1926
- signed the Kellogg-Briand Pact in 1928
- repayment of reparations.

Any other valid point

[2]

- (b) How was Germany affected by the terms of the Treaty of Versailles up to 1921?

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- Article 231, the War Guilt clause, meant that Germany had to accept responsibility for starting the war. This affected its international reputation
- it had to pay £6,600 million in reparations to pay for war damage
- Germany lost 10% of its land, including Posen, West Prussia and Alsace-Lorraine. This land contained 16% of Germany's coalfields and half its iron and steel industry
- the Treaty had placed limits on the size of the German armed forces. The army was restricted to 100 000 soldiers, only six battleships were allowed and there was to be no air force
- this contributed to rising unemployment and would make it difficult for Germany to defend itself if attacked.

Any other valid point [5]

- (c) How was the Weimar Republic threatened by violent opposition between 1919 and 1923?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- in the Spartacist Rising of January 1919 a group of communists led by Karl Liebknecht and Rosa Luxemburg tried to seize government buildings in Berlin
- in the Kapp Putsch of March 1920 Wolfgang Kapp led a right-wing group, including many Freikorps who took over government buildings in Berlin
- in the Red Rising of 1920 workers who had gone on strike to stop the Kapp Putsch refused to go back to work
- hundreds of political assassinations, e.g. Walter Rathenau
- in the Munich Putsch of 1923 Hitler and approximately 2000 Nazis tried to take power in Munich with the intention of marching to Berlin to seize power.

Any other valid point [6]

(d) Explain why Hitler was able to become Chancellor of Germany by January 1933. In your answer refer to the bullet points and use other relevant knowledge.

- Policies and actions of Weimar politicians, 1929 to January 1933
- Policies and actions of the Nazis, 1929 to January 1933.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

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

Indicative Content

Policies and actions of Weimar politicians, 1929–January 1933

- when the Wall Street Crash in the USA led to the withdrawal of loans to Germany and demands for repayments, an economic depression began in the country. The Weimar government could not decide how to deal with this
- Müller, leader of the Grand Coalition, wanted to raise unemployment benefit but couldn't get a majority in the Reichstag to pass this and had to resign
- when Brüning became Chancellor of Germany he made unpopular decisions such as cutting benefits and raising taxes. He was forced to use Article 48 to get new laws passed
- during this time unemployment reached a high of 6 million and German people lost faith in the ability of the government to deal with the crisis
- Hindenburg refused to appoint Hitler as Chancellor even though the Nazis won 37.3% of the vote in the July 1932 elections and were the largest party in the Reichstag

- Von Papen, then von Schleicher became Chancellor in 1932. Both had to use Article 48 to pass new laws – German people got used to dictatorship
- Von Papen asked Hitler to work with him to get into power – Hitler would be Chancellor and von Papen Vice-Chancellor
- Hindenburg was convinced that Hitler could be controlled and so Hitler became Chancellor on 30 January 1933.

Policies and actions of the Nazis, 1929 to January 1933

- the Nazis promised to abolish the Treaty of Versailles, end unemployment and make Germany great again
- their message appealed to a lot of Germans who had become disillusioned with democracy. They viewed it as a weak political system and looked towards a strong leader
- the Nazis used a wide variety of propaganda to get their message across, under the direction of Joseph Goebbels
- they carried out the “Hitler over Germany” campaign whereby Hitler flew to destinations all over Germany to deliver his speeches personally to the people. This made them believe that he really cared about their future
- Hitler told different groups of people exactly what they wanted to hear, e.g. business leaders were convinced of the Nazis’ hatred of communists
- they had continual success in elections from 1930 until 1932, when they became the largest party in the Reichstag.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

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

- (a) Give **two** actions taken by the Nazis against the Jews between 1933 and 1939.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** actions:

- in April 1933 there was a one day boycott of Jewish businesses
- Jews were forbidden from joining the army and couldn't have government jobs
- Jewish doctors, dentists and lawyers were not allowed to treat or work for Aryans
- the Nuremberg Laws banned marriage and sexual relations between Jews and Aryans
- Jewish people had their German citizenship taken away
- during Kristallnacht in November 1938 Jewish homes, shops and synagogues were destroyed.

Any other valid point [2]

- (b) In what ways did the Nazis try to control the churches in Germany between 1933 and 1939?

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- they signed a Concordat with the Catholic Church. The Church would stay out of politics in return for the Nazis promising to let services, youth groups and schools continue to operate
- the Reich Church, led by Ludwig Müller, was established to control all Protestant churches. Its symbol was a Christian Cross with a swastika in the centre. The bible was altered to remove many of the references to Jews
- the German Faith Movement was a Nazi Church based on pagan beliefs. Its main symbol was a swastika and they replaced the bible with Mein Kampf
- Church leaders who did not co-operate with Nazi policies were often put in concentration camps, e.g. Martin Niemöller of the Confessional Church.

Any other valid point

[5]

- (c) How did the Nazis use propaganda and censorship in Germany between 1933 and 1939?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- the Ministry of Propaganda and Enlightenment headed by Joseph Goebbels controlled what could be printed in newspapers
- editors were told what to publish. No criticism of Nazi actions was allowed
- propaganda films were made by the Nazis and shown in cinemas
- anti-semitic and anti-communist films were often shown before feature films
- parades and rallies were held at different stages of the year to glorify Germany, Hitler himself or important anniversaries, e.g. Nuremberg rallies

- foreign radio stations could not be picked up and many pro-Nazi radio broadcasts were made. The “People’s Receiver” was created so that people could buy their own sets and listen to official broadcasts at home. Loudspeakers were put up in public places so that everyone could listen
- books by banned authors were burned.

Any other valid point

[6]

(d) Explain how Nazi policies affected the lives of young people and women in Germany between 1933 and 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Youth organisations and education
- Family, home and work.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

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

Indicative Content

Youth organisations and education

- youth groups were established to control the leisure time of young people
- boys were taught to fire a gun and to march in the Hitler Youth
- girls were taught how to look after a home and about bringing up children in the League of German Maidens
- there was an emphasis on physical fitness for both boys and girls
- school subjects were altered. Religion was not taught but there was an emphasis on PE, History, Race Studies and Biology

- teachers had to belong to Nazi Teachers' League and had to promote Nazism at all times
- Adolf Hitler Schools and Order Castles were set up for the most talented school pupils to attend.

Family, home and work

- the Motherhood Cross was introduced for women who had a lot of children – bronze for four, silver for six, gold for eight
- newly married couples were given a loan of 1,000 marks – for each child they had they could keep 250
- Lebensborn were established so that single women could become pregnant
- abortion was made illegal and contraception was difficult to obtain
- women were discouraged from dieting and smoking as these may have interfered with childbirth
- the “3Ks” – “Kinder, Küche, Kirche” were emphasised
- women were encouraged to dress traditionally and go without make-up
- professional women had to give up their jobs.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

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

- (a) Give **two** agreements made by Germany with other countries between 1933 and 1937.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** agreements:

- signed the Non-Aggression Pact with Poland
- signed Anglo-German Naval Agreement
- created the Rome-Berlin Axis with Italy
- signed the Anti-Comintern Pact with Italy and Japan.

Any other valid point

[2]

- (b) How were the Nazis able to take over the Sudetenland in 1938?

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- the Sudeten Nazis under their leader, Henlein, stirred up trouble and claimed that the Czechs were mistreating the Germans living there
- Hitler stated that he would declare war if the areas of the Sudetenland that were more than 50% German were not given to Germany
- Chamberlain, the British Prime Minister flew to Munich to meet Hitler. Hitler then raised his claim to all of the Sudetenland and there were worries that war would break out after all

- however, Britain and France were following a policy of appeasement at this time. The Munich Conference was held where Chamberlain, Daladier, the French leader, and Mussolini, the Italian leader, agreed to give Hitler all of the Sudetenland
- Czechoslovakia was not consulted over this – known as the Munich Agreement.

Any other valid point

[5]

(c) How did Germany gain control of Austria between 1934 and 1938?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- in 1934 Austrian Nazis assassinated the Austrian Chancellor, Dollfuss. Hitler considered taking over Austria at this point but the Italian leader, Mussolini, felt threatened. He moved troops to the border with Austria and Hitler changed his plans as he felt the German army was not strong enough to fight Italy
- by 1938 Germany and Italy were allies and the German army had grown
- Austrian Nazis began to put pressure on the government to join Austria and Germany together
- Hitler forced Schuschnigg, the Austrian Chancellor, to appoint the Austrian Nazi leader, Seyss-Inquart as Minister of the Interior
- Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and Schuschnigg was forced to resign
- Seyss-Inquart became the new Austrian Chancellor and invited the German troops into the country to restore order.

Any other valid point

[6]

(d) Explain why Hitler was able to increase German power in Europe between 1939 and 1941. In your answer refer to the bullet points and use other relevant knowledge.

- Nazi Soviet Pact and invasion of Poland, 1939
- German military actions in Europe and invasion of the USSR, 1939–1941.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

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

Indicative Content

Nazi Soviet Pact and the invasion of Poland, 1939

- Hitler wanted land in Poland but was afraid of having to fight a war on two fronts as Britain had promised to help Poland and the USSR also wanted Polish territory
- he therefore signed the Nazi-Soviet Pact with the USSR. The two countries agreed not to go to war with each other for 10 years and they would divide Poland up between them
- the Nazis invaded Poland on 1 September 1939. Britain gave Hitler an ultimatum – either withdraw or war will be declared
- Hitler ignored this and so Britain did declare war on 3 September but did not get physically involved immediately. This gave the German army the opportunity to use their Blitzkrieg methods to take over the western side of the country quickly. The entire country was taken by 6 October 1939.

German military actions in Europe and invasion of the USSR, 1939–1941

- German invasion of Czechoslovakia, March 1939
- Pact of Steel with Italy, May 1939
- by June 1941 Germany had successfully invaded most of Western Europe using Blitzkrieg methods. An armistice between Germany and France had come into effect on 25 June 1940
- Hitler wanted the USSR for lebensraum and for resources such as oil and food
- In June 1941 Hitler decided the time was right to invade the USSR through Operation Barbarossa when over 4.5 million troops invaded the USSR.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

Option 2: Russia c1916–1941**4 This question is about the end of Tsarism and the 1917 Revolutions.**

- (a) Give **two** features of the system of Dual Authority in Russia after the February Revolution of 1917.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** features:

- name given to the relationship between the Provisional Government and the Petrograd Soviet between March and October 1917. The Provisional Government was not elected and the Petrograd Soviet was elected by the workers and soldiers in Petrograd
- the Provisional Government was accepted as government but it could only carry out its decisions if the Petrograd Soviet agreed
- Order Number 1 made it clear that the loyalty of the army was to the Petrograd Soviet. The Provisional government only had the conditional support of the army
- the Provisional Government and the Petrograd Soviet had to work together to deal with urgent problems such as Russia's role in World War One and preparations for elections for a Constituent Assembly.

Any other valid point [2]

- (b) What actions did Lenin and the Bolsheviks take to gain control of Russia in October 1917?

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- the Bolsheviks were the only revolutionary group to consistently oppose the Provisional Government. By October 1917 the Bolsheviks controlled the Petrograd Soviet. The Soviet was the vehicle used by the Bolsheviks to seize power. Lenin's slogan had been "All Power to the Soviets"
- in September and October Lenin, in exile in Finland, called for the overthrow of the Provisional Government. Lenin persuaded a reluctant Bolshevik leadership to support an immediate overthrow of the Provisional Government before elections to the Constituent Assembly in November and meeting of the All Russian Council of Soviets in late October. Lenin knew that the Bolsheviks would not have overall control of either and needed to act immediately. Lenin even threatened to resign but his ideas were accepted
- Trotsky led the Military Revolutionary Committee which organised and planned the take-over of key buildings and places of strategic importance in Petrograd. The Revolution took place from 25 to 27 October. The Red Guards took control of the bridges, railway stations and power stations. The Red Guards took control of the Winter Palace where the Provisional Government was meeting. By 27 October Lenin proclaimed the success of the Bolshevik Revolution.

Any other valid point

[5]

- (c) How did the policies and mistakes of the Provisional Government lead to a decrease in its support between February and October 1917?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- the Provisional Government was not elected. It lacked legitimacy, experience and authority and had no coherent programme for government
- the Provisional Government ruled Russia with the help of the Petrograd Soviet in an uneasy alliance called Dual Authority. This limited its ability to act decisively and lost it support
- the decision to continue Russia's involvement in World War One was a mistake. It caused tensions within the Provisional Government. Russia's military weaknesses continued. Problems with supplies of weapons and food continued. The June Offensive failed and the Russian army suffered 400 000 casualties. There was an increase in desertions and a breakdown of army discipline. It led to an unsuccessful uprising in Petrograd called the "July Days"
- the delay in introducing land reform led to the loss of support from the peasants. The middle class Provisional Government wanted to delay land reform until a Constituent Assembly was elected. The Provisional Government had concerns about issues of legality and compensation. By autumn 1917, there was disorder in the countryside as returning soldiers seized land and killed over 2000 landlords and their agents
- the Provisional Government disbanded the Okhrana, the Tsarist secret police. This made it easier for opponents to organise and win support allowing the Bolsheviks to undermine the Provisional Government
- the Kornilov Revolt had important effects on the fortunes of the Provisional Government. Kerensky feared that Kornilov, the new Commander-in-Chief of the Russian army, wanted to overthrow the Provisional Government. Kerensky released the Bolshevik Red Guard and gave them weapons to defend Petrograd. The Kornilov Revolt failed and the Bolsheviks, now armed, claimed credit for saving Petrograd. It highlighted the weak position of the Provisional Government.

Any other valid point [6]

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

- Mistakes and weaknesses of Tsar Nicholas II
- Impact of World War One on the lives of people in Russia.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

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

Indicative Content

Mistakes and weaknesses of Tsar Nicholas II

- in 1914 there was much enthusiasm for war in Russia and many expected the large Russian army to win. Russian defeats at Tannenberg and the Masurian Lakes in 1914 highlighted important weaknesses in the quality of military leadership. Most experienced officers were killed in the first year of the war and the Russian army in 1916 was described as “peasants in uniform”
- in 1915 Nicholas rejected an offer from the Progressive Bloc, representing most of the 4th Duma, to create a government of national unity to co-ordinate Russia’s war effort. This was a mistake as Nicholas and his government showed themselves increasingly incapable of winning the war
- Nicholas made himself Commander-in-Chief of the Russian army in August 1915. This was a mistake as he was indecisive and lacked leadership skills. Nicholas was now personally responsible for Russia’s performance in the war
- Nicholas left the capital and went to army head quarters at Mogilev. This was a mistake because Nicholas left control of the government to Tsarina Alexandra. Alexandra’s German background increased distrust. She also displayed little political skill. Alexandra was a determined supporter of autocracy and refused to cooperate with the Duma. She sacked 36 government ministers between 1915 and 1916. This “ministerial leapfrogging” destabilised the government
- the growing influence of Rasputin, a disreputable monk also lost respect and support for Nicholas. Many in Russia thought he had too much influence over the Tsar and his wife. There were rumours of an affair between Alexandra and Rasputin. Alexandra’s rule also alienated the nobility, one of the pillars of autocracy, which resented being sidelined as the Tsar’s main advisers by Rasputin.

Impact of World War One on the lives of people in Russia

- World War One affected life in the countryside. Most of the casualties were peasants. Horses were seized which were essential for farm work. Women and the old were left to do the farm work and production decreased. Inflation increased and peasants hoarded food
- World War One had a negative effect on the lives of people in the cities. The number of workers in cities increased from 22 million to 28 million. They worked long hours and there was harsh discipline in the engineering factories that produced munitions
- by 1916 there was a decline in living standards due to inflation which was 400% by the end of 1916. Inflation wiped out savings of the middle class and had a negative effect on all sections of society
- supplying the army was the main priority. This led to a shortage of food and fuel, especially in Petrograd and Moscow. Meat prices increased by 300%. By the end of 1916 there was only $\frac{1}{2}$ food and $\frac{1}{3}$ fuel requirements in these cities. Food distribution to cities, especially Moscow and Petrograd, was badly affected because of their remoteness from grain-growing areas
- by February 1917, food queues became common in Petrograd. Food and fuel shortages affected the morale of workers and led to an increase in strikes, e.g. the Putilov steel factory in Petrograd. Thousands were unemployed, cold and hungry.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

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

(a) Give **two** terms of the Treaty of Brest-Litovsk, March 1918.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** terms:

- Russia lost one-third of European Russia including Finland, the Baltic States, Poland and the Ukraine
- Russia lost 45 million people and $\frac{1}{4}$ of its best farmland, especially the wheat-producing area of the Ukraine. It also lost $\frac{3}{4}$ of its coal and iron ore deposits
- Russia also had to pay three billion roubles in compensation to Germany.

Any other valid point [2]

(b) How did the New Economic Policy affect life in Russia between 1921 and 1924?

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- the New Economic Policy reduced state control of agriculture and ended the forced seizure of food. Peasants had to give part of their crops to the state but could sell their surplus grain for profit on the open market. Famine ended and agricultural production began to recover. The grain harvest increased from 37 million tons in 1921 to 51 million tons in 1924

- the NEP led to the emergence of a richer, more industrious class of peasant called the kulaks who became quite rich and bought extra land and animals. However, most peasants remained poor and continued to use backward methods of farming
- peasants were unhappy that the price of grain fell behind that of industrial goods, e.g. tractors and ploughs. Peasants were unable to afford the inflated price of manufactured goods. This “scissors crisis” lasted until 1923 when increased industrial production led to a fall in prices
- some capitalist features were introduced in industry. Small businesses employing less than 10 workers were returned to private ownership. However, large businesses and the banks, “the commanding heights”, that employed 85% of workers remained under state control
- under the New Economic Policy industrial production increased, for example, coal production doubled. In state-controlled factories piece-work and bonuses were used to increase production. The standard of living of most workers and peasants had improved by 1924
- a new rouble was introduced and private trade was legalised. This was against communist beliefs. Nepmen or small traders controlled private trade. Markets supplying consumer goods, for example, shoes and clothes, were controlled by Nepmen. Many made large profits.

Any other valid point

[5]

- (c) What actions did Lenin and the Bolsheviks take to help them stay in power between October 1917 and the outbreak of the Civil War in 1918?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- Decrees on land, peace, etc in November/December 1917
- Lenin and the Bolsheviks ignored the result of the elections for the Constituent Assembly held in November 1917. 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. Lenin dismissed this as “bourgeois middle class democracy”
- Lenin used the Red Guard to close down the Constituent Assembly in January 1918 after meeting for only one day. This showed his ruthless determination to crush all opposition to Bolshevik rule
- the Cheka, the Bolshevik secret police was set up in December 1917. It arrested political opponents and closed down opposition newspapers. The Liberals and Kadet parties were banned and the Left SRs were expelled from the government
- the Bolsheviks were determined to bring an end to Russia’s involvement in World War One. The Bolsheviks negotiated a humiliating peace settlement with Germany, the Treaty of Brest-Litovsk. The Treaty of Brest-Litovsk was very unpopular.

Any other valid point

[6]

(d) Explain how the Bolsheviks were able to win the Civil War in Russia by 1921. In your answer refer to the bullet points and use other relevant knowledge.

- War Communism in the Russian Civil War
- The Red Terror in the Russian Civil War.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

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

Indicative Content

War Communism in the Russian Civil War

- War Communism ensured that the economy in the Bolshevik-controlled areas was geared to supply the Red Army. The Bolsheviks abandoned State Capitalism and enforced much greater state control and Communist ideas over the economy. This was known as War Communism
- the Red Army occupied the central area which contained the most industrially-developed areas. The Bolsheviks controlled industry through War Communism to ensure that the Red Army had access to weapons and supplies
- factory workers had to work long hours to ensure that weapons and equipment were sent to the Red Army. Absenteeism was severely punished. The rouble became worthless and living conditions worsened as workers resorted to bartering in order to survive. Thousands of workers fled from the cities
- the peasants had supported the SRs and the Bolsheviks resented the power of the Mir which ran the villages and divided land among the peasant families. Under War Communism peasants kept their land but were forced to hand over grain to feed the city workers and the Red Army during the Civil War. Peasants destroyed crops and animals in retaliation at the seizure of food by Cheka squads. Over five million died in a terrible famine in the USSR in 1920–1921.

The Red Terror in the Russian Civil War

- Trotsky played a key role in the military success of the Red Army. He was a ruthless and effective military leader and the Red Terror is the term used to describe his methods. He turned the inexperienced Red Army into a disciplined, well-led and effective fighting force
- he forced 22 000 former Tsarist officers to provide leadership by holding their families hostage. He used the Cheka to shoot all deserters
- the Cheka led by Dzerzhinsky organised the Red Terror. The Red Army increased to five million due to forced conscription. Anyone critical of the Bolsheviks was considered a counter revolutionary. Over 20 000 opponents were shot by Cheka squads including Tsar Nicholas II and his family in July 1918. Lenin called for “mass terror against counter revolutionaries”.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

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

- (a) Give **two** ways in which Stalin increased his control over the USSR in the 1930s.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** ways:

- terror to deal with political opposition. Kirov, the Leningrad party leader was killed in 1934
- the Great Purges between 1934 and 1938 removed most of the middle and upper layers of the Communist Party. One fifth of all members of the Communist Party were expelled or killed in the 1930s
- “Show Trials” were used to remove the leading members of the Communist Party, for example, Zinoviev and Bukharin
- in 1938 and 1939 there were purges of the army, navy and air force and even the NKVD itself
- a climate of fear and suspicion existed in the USSR in the 1930s
- up to 20 million labour camps or gulags were set up in remote areas such as Siberia
- propaganda was used to promote the image of Stalin as the saviour of the USSR. The Cult of Personality was developed.

Any other valid point

[2]

- (b) How did Stalin defeat his rivals to become ruler of the USSR by 1929?

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

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

Any other valid point [5]

- (c) How did Collectivisation change agriculture and the lives of peasants in the USSR between 1928 and 1939?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- individual farms were taken from the peasants and turned into state-owned collective farms called kolkhozy, each comprising 50 to 100 households. 99% of farms were collectivised by 1939. Peasants were able to keep a small private plot and some animals
- Kolkhozy were run by state officials who collected quotas of grain. Wages were regulated as well as the amount of food that each farmer could keep
- Motor Tractor Stations were set up to organise the supply of machinery and seeds to modernise agriculture and increase production

- collectivisation of agriculture created turmoil and a high human cost as kulaks resisted enforced collectivisation. They killed livestock and refused to plant crops. Between 1929 and 1933, $\frac{2}{3}$ of all sheep and goats and $\frac{1}{2}$ of all horses, vital for agricultural work were killed
- over five million kulaks were killed or sent to labour camps and in the Ukraine up to five million died in the famine between 1932 and 1934
- agricultural production remained low and did not reach 1928 levels until World War Two. State procurement of grain did increase allowing the USSR to feed the growing industrial workforce and buy equipment abroad.

Any other valid point

[6]

(d) Explain how the Five Year Plans affected the USSR by 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Impact of the Five Year Plans on industry
- How the lives of workers changed as a result of the Five Year Plans.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

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

Indicative Content

Impact of the Five Year Plans on industry

- the Five Year Plans created a planned economy, organised centrally by Gosplan. Three Five Year Plans between 1928 and 1941 set high targets for all factories and industries in order to drive up production

- the first two Five Year Plans focused on heavy industry. The second Five Year Plan resulted in the development of new industries and towns in remote resource-rich areas east of the Ural Mountains. Over 100 new industrial towns, for example, Magnitogorsk and Gorki were built
- the third Five Year Plan focused on arms production to meet the threat from Germany. By 1941, the USSR was at war
- specialist advisers from abroad, especially engineers, supervised projects such as the building of the Dnieper Dam. Specialist managers were put in charge of state-run factories. These had to fulfil ambitious targets and were given rewards but punished if quotas were not achieved
- productivity was very impressive during the Five Year Plans. Coal production increased from 35 million to 166 million tons and steel increased from four million to 18 million tons from 1928 to 1940
- the second Five Year Plan led to significant growth in the metal and chemical industries. An elite group of skilled workers benefited, with over 250 000 engineering graduates between 1928 and 1940.

How the lives of workers changed as a result of the Five Year Plans

- there was much enthusiasm as the Five Year Plans were seen as a way of transforming society and creating a proletarian-dominated country. By 1941, 38% of the Russian population was working class and the USSR had by 1941 become an urban society
- propaganda was used in the cinema, radio and newspapers to encourage people. Awards and honours were given to encourage increased production. The model worker was the coal miner Alexei Stakhanov who over fulfilled his production quota by 1400%. Workers who exceeded targets received better housing and holidays
- workers worked long hours for poor wages. The standard of living of most workers, especially housing remained poor. The planned increase in production of consumer goods, e.g. shoes and clothes in the second and third Five Year Plan, was abandoned as resources were diverted to the military.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

Option 3: United States of America, 1918–1941**7 This question is about the United States of America in the 1920s.**

- (a) Give **two** actions taken by President Wilson to change relations between the USA and Europe, 1918 to 1920.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** actions:

- the USA lent Britain and France \$10 billion
- Wilson developed the 14 Points, as a basis for a post-war settlement
- Wilson played a leading role at the Paris Peace Conference at the end of World War One
- he supported the creation of a League of Nations to prevent future wars. He hoped that the USA would play an important part in the League of Nations.

Any other valid point [2]

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

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- Black Americans made up approximately 10% of the population and lived mainly in the Southern States. The state governments there passed the Jim Crow Laws which ensured that the Black Americans did not have equal civil rights. The principle behind the Jim Crow Laws was segregation. Black Americans were denied equality in education, housing and access to the law and public amenities such as swimming pools, parks and libraries

- Black Americans found it difficult to vote in the Southern States. The Literacy Act disadvantaged Black Americans and the Grandfather Clause prevented anyone whose grandfather was a slave from voting
- the Ku Klux Klan had five million members in 1925 and used violence and intimidation to ensure the supremacy of the WASPS. It prevented Black Americans from voting or buying property. Over 400 Blacks were illegally killed or lynched by the KKK in the 1920s. The most famous example was the Marion lynching
- Black Americans were mainly sharecroppers or labourers. They did not share in the economic prosperity of the 1920s. The decline in demand for cotton affected Black Americans and over 750 000 lost their jobs in the 1920s. A large number of Black Americans migrated to find work in the northern cities. They faced discrimination there and many lived in ghettos. They had low-skill menial jobs such as domestic servants. Very few Black Americans got jobs in car factories.

Any other valid point

[5]

(c) How did the economy of the USA develop in the 1920s?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- the 1920s was called the Roaring Twenties. It was a period of economic growth, mainly in new industries such as electricity, chemicals, synthetic textiles, consumer goods and especially cars. The Gross National Product of the USA increased from \$72 billion in 1921 to \$104 billion in 1929

- the motor car industry was the leading employer in the 1920s. One-in-seven factory workers produced cars, especially at Ford's huge factories in Detroit and Toledo. The car industry pioneered mass-production techniques based on electrical power. In Henry Ford's factories, work was carefully planned and each worker had a specialised task in the process. The production of the Model T Ford was divided into 45 different parts
- the use of a conveyor belt or assembly line speeded up production. The giant Ford factory in Detroit made one car every 10 seconds. As a result, Ford reduced the cost of a car to \$295 and still became very rich. Workers in Ford's factories were well paid at \$5 per day but the work was monotonous
- the car industry led to ancillary industries and was a major cause of the growth of the glass, rubber, steel and oil industries. The development of the road network provided employment in construction
- consumer goods were also mass-produced. Women became a significant part of the work force. Washing machines, refrigerators, vacuum cleaners and radio were the most important new industries
- the American construction industry developed rapidly. New factories, office blocks and banks were built. The skyscraper was a key symbol of the economic boom of the 1920s. The Empire State Building in New York had 104 storeys
- the chemical industry developed. New products, e.g. synthetic materials such as nylon, rayon and plastic were developed and created thousands of jobs.

Any other valid point

[6]

(d) Explain how Americans differed in their attitudes to cinema and jazz music in the 1920s. In your answer refer to the bullet points and use other relevant knowledge.

- Americans who approved of cinema and jazz music
- Americans who opposed cinema and jazz music.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

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

Indicative Content

Americans who approved of cinema and jazz music

- the cinema was a new craze in the 1920s. 110 million Americans, mainly young people visited the cinema each week to see the silent movies. The cinema became a new popular way of spending leisure time
- the emergence of movie stars, e.g. Gloria Swanson and Rudolf Valentino influenced the attitudes and behaviour of young people. The film stars had a major influence on the lives of young people who bought magazines to read about their lives and imitate their fashion. When Rudolf Valentino died in 1926 thousands attended his funeral
- businessmen saw the potential of using the cinema to advertise consumer goods
- jazz music became a very popular part of the social lives of many young people. Young people enjoyed the music and the exciting new dances such as the Charleston and the Black Bottom. Jazz music was often associated with illegal bars or speakeasies where alcohol was available
- black musicians benefited. Jazz bands such as Louis Armstrong's Hot Five and musicians for example, Fats Waller, made big profits from live performances and records of their music
- flappers (fashionable young women) smoked, wore short skirts and held liberal attitudes to relationships. Cinema and jazz music were part of the new lifestyle changes in the USA in the 1920s
- Hollywood in Los Angeles became the centre of the film industry and hundreds of films were made there each year. Before 1927 the silent films dominated. Thousands of jobs were created building cinemas and in the film industry.

Americans who opposed cinema and jazz music

- religious groups criticised the cinema for undermining traditional Christian values. The cinema was blamed for the decline in morals of young people. Conservative groups criticised the use of sex symbols, e.g. Clara Bow, the "It" girl whose provocative poses caused scandal

- the lifestyle of film stars was viewed with suspicion. The film star Fatty Arbuckle was charged with rape
- the Hays Code in 1928 tried to regulate the moral content of films. Nudity was forbidden and kisses were limited to three seconds to avoid corrupting the young people
- new daring jazz dances like the Charleston and Black Bottom were criticised by churches and conservative groups. Their energetic and sexually explicit overtones shocked conservative groups. A Methodist minister, Rev Culpepper said: "Dancing is a divorce feeder. It is heathen, damnable and animalistic"
- a group of conservative mothers formed the "Anti-Flirt League" in an attempt to limit the influence of jazz music and the cinema on their daughters
- jazz was often played in speakeasies where the young could consume alcohol which was illegal in the 1920s
- conservative groups in the Southern States disliked the racial mixing at jazz events.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

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

- (a) Give **two** effects of the Dust Bowl on the Midwest in the 1930s.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** effects:

- in the Midwest a drought and over cultivation of the soil led to dust storms that destroyed over 40 million acres of farm land
- thousands of farmers from Oklahoma and Arkansas were forced to migrate to California in search of work as farm labourers
- industries linked to agriculture, e.g. manufacturers of agricultural machinery were badly affected.

Any other valid point [2]

- (b) How did share speculation and problems in the banking system lead to the Wall Street Crash, October 1929?

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- the 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
- more people began to speculate or invest in companies for short-term profit. A share-buying craze began in 1927 and by 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 from banks 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
- 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 in October 1929
- banks tried to recover their debts but many faced a short fall. There was a loss of confidence by savers and a rush to withdraw money. 642 banks collapsed in 1929.

Any other valid point

[5]

- (c) How were the lives of the unemployed and city workers affected by the Great Depression between 1929 and 1932?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- the American economy plunged into a vicious cycle of overproduction and under consumption. By 1932, 109 000 factories had closed. Unemployment hit some sectors of the economy very severely. Overall, production fell by 50%; car production had decreased by 80% and building projects by 92%
- 25% of the workforce or 14 million were unemployed by 1933. There was no unemployment benefit and the unemployed endured great hardship during the Depression
- people had to queue in breadlines for free bread and soup from private charities such as the Salvation Army. Thousands went hungry and $\frac{1}{3}$ of all children in New York were malnourished

- over 250 000 Americans were unable to pay their mortgages by 1932. Most were evicted and moved to shanty towns consisting of cardboard and tin huts sarcastically called Hoovervilles which were situated at the edge of most cities
- many unemployed tramped the streets looking for casual work. Two million hobos travelled illegally on freight trains all over the USA in search of seasonal work. Some tried to make a living by selling coal and apples. There were 6000 apple sellers in New York in 1932
- some resorted to petty crime, begging and even prostitution. The suicide rate increased to 30 000 in 1932 as people lost hope
- at the height of the Depression, 75% of Americans remained in employment though many worried about the security of their jobs. Employers cut wage rates: the average hourly wage in manufacturing industries fell from 59 cents to 44 cents from 1929 to 1933
- workers had also to work longer hours. In Chicago in 1932 the city government ran out of money and the wages of civil servants and teachers were unpaid.

Any other valid point [6]

(d) Explain why Hoover was defeated in the election for President in 1932. In your answer refer to the bullet points and use other relevant knowledge.

- Hoover's actions in dealing with the Depression and his lack of success
- The Presidential election campaign of 1932.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

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

Indicative Content

Hoover's actions in dealing with the Depression and his lack of success

- Hoover's belief in Rugged Individualism and little federal government involvement in the economy meant that he took limited action to deal with the effects of the Depression
- before 1931 Hoover relied on Voluntarism to deal with unemployment and poverty. Employers were encouraged not to sack workers or reduce wages. However, unemployment increased from 1.5 million in 1929 to 14 million in 1932
- in 1931 Hoover spent \$423 million on a federal government building programme that provided jobs, e.g. the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment
- in 1931 Hoover reversed his laissez-faire policy and set up the Reconstruction Finance Corporation which lent \$1,500 million to businesses and banks in difficulty. This was seen as too little too late and a desperate ploy to win support in the presidential election
- in 1929 Hoover set up the Farm Board to buy surplus produce and help increase prices. Its budget was only \$500 million and it did little to halt the slide in agricultural prices. The value of agricultural output fell from \$13 billion in 1929 to \$7 billion in 1932
- in 1930 the Hawley-Smoot Act increased tariffs by 50%. Its aim was to protect USA industry but it only slowed down world trade and worsened the problems of farmers who depended on exports
- little action was taken to help farmers who were evicted from their farms or to help farmers in the Midwest affected by the Dust Bowl
- Hoover's harsh treatment of the Bonus Army in July 1932 made him very unpopular. The Bonus Army was a group of ex-soldiers who marched to Washington to demand an early payment of a bonus due to be paid in 1945. Hoover used the army to disperse the Bonus Army marchers.

The Presidential election campaign of 1932

- most Americans were disillusioned by President Hoover's lack of success in dealing with the effects of the Depression. Hoover's slogan "prosperity is just around the corner" rang hollow by 1932. Shanty towns were sarcastically called "Hooverilles". One famous banner in Iowa stated: "In Hoover we trusted, now we are busted"
- Hoover's election campaign was negative. He offered no radical solutions to the Depression. He was seen as a remote figure and won only six states out of 50 in the 1932 Presidential election

- Roosevelt, the Democrat candidate, was more approachable and his warm personality made him popular. Roosevelt promised “Action and Action Now”. He promised a New Deal and offered hope to the American people. He promised a programme that would provide the 3Rs: Relief, Recovery and Reform
- Roosevelt conducted a positive energetic campaign. He was a good speaker and travelled through many states and met people suffering from the effects of the Depression. He had been Governor of New York and helped the poor there during the Depression
- Roosevelt had polio and was unable to walk unaided. This gave him a deeper appreciation of the problems faced by the poor and unemployed. His wife, Eleanor played a positive role in the election campaign. She greeted people at rallies and visited the homes of unemployed miners in Virginia.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

9 This question is about Roosevelt and the New Deal.

(a) Give **one** reason why each of the following opposed the New Deal:

- Huey Long
- Dr Francis Townsend.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **one** reason for **each**:

Huey Long

- Long was a Democrat Governor of Louisiana who claimed that Roosevelt's New Deal did not tackle the divisions between rich and poor in the USA. He called for a "Share Our Wealth" scheme. Long wanted to take money from the banks and the wealthy in order to give every American family \$2,000 per year
- Long also promised a minimum wage, improved pensions and free education. He criticised the New Deal for not helping the poor.

Dr Francis Townsend

- Dr Townsend criticised the New Deal for not helping the elderly and retired. He wanted everyone over 60 to receive a pension of \$200 per month
- he wanted older people to give up their jobs to provide employment and argued that this would reduce unemployment, stimulate demand and help the economy recover.

Any other valid point

[2]

(b) How did the New Deal affect agriculture and the lives of farmers by 1939?

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- the New Deal aimed to improve agriculture by increasing farm prices and the incomes of farmers. The Agricultural Adjustment Administration was set up to deal with the problems of over supply and low prices
- compensation was paid to farmers to reduce the amount of crops sown and animals bred. Six million piglets were killed and millions of acres of cotton and wheat were ploughed up. By 1934 food prices increased and farm income increased by 50%
- the Farm Credit Administration provided low-interest loans to help farmers pay off debt. 20% of farmers used the FCA funds and farm debt was halved by 1939
- the Tennessee Valley Authority built 21 dams on the Tennessee River and by controlling water flow made an area of 40 000 square miles productive again. The building of hydro electric power stations provided cheap electricity for this area.

Any other valid point

[5]

- (c) How did the Republican Party and Big Business oppose the New Deal?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- the Republican Party believed in little government interference in the economy. The level of federal government interference would reduce traditional American values of Rugged Individualism. The Republicans objected to the Social Security Act which it argued would make workers lazy and increase the burden on the government
- businessmen accused Roosevelt of turning the USA into a socialist state, e.g. by legalising trade unions and increasing workers' rights. Employers were forced to pay minimum wages and improve workers' conditions
- the Republican Party and Big Business objected to some of the job-creation agencies being a waste of tax payers' money. The Republican Party accused Roosevelt of excessive spending of taxpayers' money. The New Deal agencies cost \$17 billion by 1939. They pointed to the waste of money, e.g. the "boondoggles" as part of the WPA schemes
- the Republican Party claimed that Roosevelt was making the federal government too powerful. They accused Roosevelt of behaving like a dictator. The Republican Party challenged Roosevelt at all elections. Big Business and the Republican Party set up the Liberty League to oppose Roosevelt and the New Deal in the 1936 Presidential elections.

Any other valid point

[6]

(d) Explain how the New Deal dealt with the problem of unemployment and the rights of workers in the USA by 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Actions to reduce unemployment
- Actions to improve the rights of workers.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

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

Indicative Content

Actions to reduce unemployment

- 13 million Americans were unemployed in 1933 and industrial production had fallen by 50%. Roosevelt had promised that reducing unemployment was a central aim of the New Deal. Roosevelt called unemployment “the subtle destroyer of the human soul”. By 1939, 17% of the American workforce was unemployed
- 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 all over the USA
- the PWA and the WPA provided employment schemes and gave the unemployed skills and self-confidence. They also provided an improved infrastructure in hospitals, schools and communications which improved overall quality of life.

Actions to improve the rights of workers

- the National Recovery Administration was set up to improve workers’ conditions and rights. It aimed to improve cooperation between management and workers. The NRA drew up codes to deal with matters such as wages, hours of work and conditions of work and trade unions and banned child labour. Over two million firms and 16 million workers were part of the NRA Blue Eagle Scheme
- the Wagner Act in 1935 legalised trade unions and gave them rights to negotiate wages and conditions with employers. Many employers bitterly resisted the trade unions which they regarded as a sign of communism. Trade union membership increased from three to ten million during the New Deal
- the Social Security Act in 1935 established unemployment benefit and retirement pensions funded by a tax on employers. The federal government took greater responsibility for meeting the needs of vulnerable groups in society

- the Fair Labour Standards Act, 1938, established minimum wage levels and fixed maximum hours of work
 - the New Deal schemes were based around construction and manual work which favoured men. Few New Deal schemes were aimed at women. Only 8000 women were employed in the CCC schemes
 - Black Americans did not benefit as much as whites from the New Deal. Over 200 000 Black Americans took part in CCC schemes, though CCC camps were segregated.
- Any other valid point

Candidates must address both guidelines to access Level 3 [12]

Section A

AVAILABLE MARKS	
	25
	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.

- (a) Give **two** reasons why Éire adopted a policy of neutrality at the outbreak of World War Two.

Target AO1: Recall of Knowledge.

Award [0] for responses not worthy of credit

Any **two** reasons:

- neutrality was de Valera's way of maintaining Éire's independence
- there was a belief that Germany posed no threat to Éire
- Éire had an inadequate army and navy
- Éire could not afford to spend money on rearmament
- some people in Éire were sympathetic towards Germany
- it was believed that as Éire was a member of the Commonwealth Britain would defend Éire from a German invasion.

Any other valid point

[2]

- (b) How did the terms of the 1937 Constitution affect Éire?

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- the Head of State was no longer the British monarch, but an elected President
- the leader of the government was to be known as the Taoiseach (Prime Minister)
- the Constitution laid claim to the territory of Northern Ireland for the first time
- special recognition was given to the status of the Catholic Church whilst, at the same time, guaranteeing religious liberty for all
- the new constitution made the Irish Free State a republic in all but name.

Any other valid point [5]

- (c) How did the terms of the Anglo-Irish Agreement of 1938 affect relations between Britain and Éire?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- the Trade War between Britain and Éire would come to an end – but this did not apply to cross border trade which was subject to a long-running boycott
- there was a removal of special tariffs that had been imposed on Irish and British goods
- Éire would pay Britain a lump sum of £10 million in settlement for all claims for land annuities – these were worth an estimated £78 million
- Britain would return all three Treaty Ports, without any specific assurance that Britain would have use of them if there was a war
- the 1938 Agreement was very much in Éire's favour because Chamberlain was trying not to antagonise de Valera with the prospect of war with Hitler looming.

Any other valid point [6]

(d) Explain how and why the Economic War affected Britain and Éire. In your answer refer to the bullet points and use other relevant knowledge.

- Impact of the Economic War on Éire
- Impact of the Economic War on Britain.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Little attempt will be made to address the question asked. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

Answers will provide a full explanation and analysis of the question. The guidelines and outside knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Impact of the Economic War on Éire

- Irish cattle had become more expensive in Britain; demand fell and many farmers went bankrupt as cattle exports from Éire fell by 35%
- taxes were increased to compensate farmers for this loss
- Irish farmers were encouraged to grow wheat and sugar beet in order to become self-sufficient
- a general decline in rural living standards became very obvious
- by 1935 Éire was experiencing serious balance of payments problems
- trade between Éire and Northern Ireland declined as cross border smuggling became more evident in an effort at avoiding import duties
- Éire was hit by the import tax placed on coal and Irish industry faced a coal shortage
- one industry that benefited from this scarcity of coal was the peat industry
- cut backs occurred in rail transport and electricity generation.

Impact of the Economic War on Britain

- Britain suffered notably less than Éire because of the diversity in the economy
- Éire's boycott of British goods did lead to a rise in unemployment in some areas of Britain, for example the ports that handled trade from Éire
- Northern Ireland's farmers retained a market for their goods in Britain as the 20% import duty that was imposed on Éire did not apply to them
- Britain sought an end to the Economic War as a conflict with Germany was looking increasingly likely.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

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

(a) Give **two** effects of the Blitz on Belfast in 1941.

Target AO1: Recall of Knowledge.

Award [0] for responses not worthy of credit

Any **two** effects:

- 955 people were killed and 2400 injured during the four raids on Belfast
- 3200 houses were destroyed and over 50 000 damaged
- 100 000 people were left homeless
- the shipyard were damaged and did not recover for six months
- 11 churches, two hospitals and two schools were also destroyed
- large numbers of people fled from Belfast. Ten thousand officially crossed the border into Éire. Thousands of other people left the city to live with family/friends in places like Bangor, Larne, Carrickfergus and Antrim
- in the months after the raids Belfast's air defences were strengthened and more shelters were built.

Any other valid point

[2]

(b) How did the issue of conscription cause problems in Northern Ireland during World War Two?

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- unionists and nationalists were divided over the issue of conscription
- unionists supported conscription since its introduction in Britain in April 1939. There was a belief that since Northern Ireland was part of the UK then conscription should be introduced
- most nationalists were opposed to conscription. De Valera informed the British Government of his opposition to conscription
- Craigavon visited Chamberlain in London to urge the introduction of conscription to Northern Ireland. However, he was told that Northern Ireland would be exempt because of "...special difficulties"
- in 1941 Churchill planned to introduce conscription to Northern Ireland. This was backed by Stormont but was blocked by the British Cabinet
- in May 1941 large scale nationalist protests were held in Belfast that showed opposition to conscription.

Any other valid point

[5]

(c) How did industry in Northern Ireland help the British war effort?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- the shipyards produced 140 warships, including six aircraft carriers and three destroyers
- in addition 123 merchant ships were launched (10% of the UK total)
- at the height of the war 35 800 people worked in the shipyards, which also constructed 500 tanks
- the Short and Harland aircraft factory produced 1200 Stirling bombers and 125 Sunderland flying boats

- Hereford bombers were also built and 3000 aircraft were repaired
- Ulster's linen industry revived during the war, with factories producing 200 million metres of cloth for the forces and 30 million shirts
- two million parachutes were also made in the province
- engineering factories, especially Mackies in Belfast, produced armaments and munitions
- altogether they produced 50 000 bayonets, 75 million shells and 180 million incendiary bullets
- as a result of this unemployment in Northern Ireland fell from 70 000 in 1941 to 10 000 in 1944.

Any other valid point

[6]

(d) Explain how and why World War Two affected the government and people of Éire. In your answer refer to the bullet points and use other relevant knowledge.

- The neutrality of Éire and attempts at persuading the government of Éire to enter the war
- Effects on the lives of the people of Éire.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Little attempt will be made to address the question asked. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

Answers will provide a full explanation and analysis of the question. The guidelines and outside knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

The neutrality of Éire and attempts at persuading the government of Éire to enter the war

- in a secret deal with de Valera the RAF was allowed to overfly County Donegal between Beleek and the coast. This allowed the Atlantic patrols to become more effective
- US aircraft were later allowed to use the Donegal Air Corridor
- De Valera protested at the arrival of US troops in Northern Ireland
- Éire government confiscated the radio used by the German ambassador in Dublin
- Éire denied the allies the use of Irish ports and airfields
- Éire allowed crashed allied airmen to return to Northern Ireland, while their German counterparts were interned
- Éire came under pressure to end its policy of neutrality and enter the war on the allied side
- Britain put pressure on Éire after the military situation worsened in May 1940
- Chamberlain asked Churchill to arrange a joint conference with Craig and de Valera in London to secure their joint co-operation in defence preparations
- in June 1940 Éire was offered Irish unity in return for their immediate participation in the war
- in December 1941 Churchill urged Éire to abandon neutrality in the hope that the American entry to the conflict would offer more encouragement
- USA, acting as Britain's ally, attempted to persuade Éire to abandon neutrality.

Effects on the lives of the people of Éire

- the Emergency Powers Act was introduced giving the government of Éire the authority to make any decision that they thought fit in order to secure the safety of the public and the state
- German aircraft bombed Dublin on 30–31 May 1941 killing 28 people
- trade with Britain declined as Britain needed all ships for the war effort
- due to an inability to import raw materials or food many industries closed down
- unemployment rose and emigration to Britain increased
- Éire expanded its army, which was now supported by Local Defence Volunteers
- thousands of Éire citizens joined the British army and merchant navy. Over 100 000 people from Éire worked in British munitions factories
- there was a sharp increase in cross-border smuggling between Éire and Northern Ireland
- there were no blackout regulations in Éire and social activities continued as normal. As such many servicemen crossed into Éire for entertainment
- the Éire government acted against the IRA, executing six members in 1942 and taking 1100 into custody during the war.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

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

- (a) Give **two** ways in which the Education Act of 1947 changed the system of education in Northern Ireland.

Target AO1: Recall of Knowledge.

Award [0] for responses not worthy of credit

Any **two** ways:

- the principle of free education for all was introduced for the first time in Northern Ireland
- transfer would now occur at the age of 11
- the Minister of Education increased the funding for Catholic voluntary schools to 65%
- a number of new secondary schools were built to accommodate the increase in the numbers of students who would now be receiving a free education.

Any other valid point

[2]

- (b) How did the Welfare State improve the lives of the people of Northern Ireland?

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

Award [0] for responses not worthy of credit

Level 1 [1]

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- Northern Ireland enjoyed the same health benefits as the rest of the UK
- health standards improved significantly – polio and TB were effectively dealt with
- by 1962 Northern Ireland had the lowest death rate in the UK, after having had the worst in 1939

- people were now able to receive free medical care
- family allowances and health insurance schemes were introduced
- unemployment benefit was introduced
- improvements in housing – Housing Trust set up
- 1947 Education Act – free education to age 15; building of new schools.

Any other valid point [5]

- (c) How were the lives of people in Éire affected by social and economic problems between 1945 and 1949?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- after the war Éire was in a state of economic depression – prices began to rise and unemployment grew
- emigration from Éire increased
- building materials of all kinds were in short supply so it was virtually impossible to build new houses
- the wet summer of 1946, followed by the severe winter of 1946–1947, led to bread being rationed
- the severe winter of 1946–1947 led to an increase in the demand for coal. However stocks of coal were low so householders (and industry) suffered
- people became increasingly unhappy with the government of Éire and in 1948 de Valera lost power for the first time since 1932.

Any other valid point [6]

(d) Explain how and why relations between Britain, Northern Ireland and Éire changed in 1949. In your answer refer to the bullet points and use other relevant knowledge.

- Declaration of the Republic, 1949
- The Ireland Act, 1949.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Little attempt will be made to address the question asked. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

Answers will provide a full explanation and analysis of the question. The guidelines and outside knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Declaration of the Republic, 1949

- the new Inter-Party Government, which was formed in February 1948, was anxious to redefine the relationship between Éire and Britain
- Éire was still, officially, part of the British Commonwealth but had removed all references to the King of England (who was Head of the Commonwealth) from its constitution
- the new Inter-Party Government announced its intention of leaving the Commonwealth and wanted to make Éire a republic
- a special law was passed in the Dail called the Republic of Ireland Act 1948 and Éire became the Republic of Ireland on Easter Monday 1949
- in Northern Ireland the reaction to the declaration was mixed. Some unionists saw it as a threat and believed it was a move towards ending partition

- northern nationalists demanded the right to sit in the Dail but this was refused
- some northern nationalists resented the name “Irish Republic” and continued to refer to the 26 counties as the Irish Free State. They believed that the term republic should be reserved for the eventual 32 county republic
- in Britain the declaration was received with remarkable calm. This may have, in part, been due to the attitude of Canada and Australia who pressed the view that Éire’s withdrawal should not be allowed to affect the friendly relations now developing between Éire and the Commonwealth.

The Ireland Act, 1949

- Britain responded to the Declaration of the Republic by passing the Ireland Act (1949). This recognised the Republic of Ireland, but also emphasised the status of Northern Ireland
- Northern Ireland was to remain part of the United Kingdom
- the Ireland Act worsened relations between Britain and the Republic of Ireland as some people believed that the Act served to copper-fasten partition
- the Republic of Ireland protested strongly to Britain about the Ireland Act
- relations between the Republic of Ireland and Britain were eased by the special status accorded to each other’s citizens. Irish citizens working in Britain did not need passports or work permits and could vote in elections
- the unionist government in Northern Ireland was pleased that the Ireland Act gave a guarantee of Northern Ireland’s position in the United Kingdom.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

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.

- (a) Give **two** reasons for the People's Democracy march of January 1969.

Target **AO1**: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** reasons:

- anger at the way the police handled the CRA march in Derry/Londonderry in October 1968
- disappointment at the limited nature of O'Neill's Five Point Reform Programme
- a desire for tougher action to achieve civil rights, e.g. one man, one vote
- a wish to disrupt the Stormont government.

Any other valid point

[2]

- (b) How did O'Neill deal with the economic problems facing Northern Ireland in the 1960s?

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

Award [0] for responses not worthy of credit

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- invested £900 million in the economy
- created a Ministry of Development under Brian Faulkner to carry out the reforms
- established a new city called Craigavon
- developed a new university at Coleraine to provide a skilled workforce

- five economic zones were set up, four in the east, one in the west, in the hope of attracting new industries
 - attracted new multinational firms to Northern Ireland, e.g. ICI, Michelin, Goodyear. This was an attempt to solve Northern Ireland's unemployment problem
 - began a new motorway system. This was an attempt to solve the problems with Northern Ireland's poor infrastructure
 - a new airport was under development
 - economic links with the Irish Republic led to an agreement on electricity supply.
- Any other valid point [5]

(c) What actions did O'Neill take to try to improve relations with northern nationalists and the Republic of Ireland in the 1960s?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- visited Cardinal Conway
 - sent condolences to the Vatican on the death of Pope John XXIII
 - visited Catholic schools and hospitals
 - increased financial support to Catholic schools and hospitals
 - declared the UVF illegal after it murdered two Catholics in 1966
 - invited Taoiseach Sean Lemass to Stormont in January 1965. This was the first face-to-face meeting between Ireland's main leaders in 40 years
 - O'Neill visited Dublin four weeks later. Discussions focused on economic cooperation between Northern Ireland and the Irish Republic
 - an agreement was made as a result of this cooperation – on the supply of electricity from the South
 - Taoiseach Jack Lynch visited Northern Ireland in December 1967.
- Any other valid point [6]

(d) Explain how the Government of Northern Ireland responded to the Civil Rights marches and why O'Neill was forced to resign in April 1969. In your answer refer to the bullet points and use other relevant knowledge.

- Government actions, October 1968 to January 1969
- Reasons for O'Neill's resignation.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

Answers will provide a full explanation and analysis of the question. The guidelines and outside knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Government actions, October 1968 to January 1969

- government of Northern Ireland banned the march NICRA planned to hold in Derry/Londonderry in October 1968, enforced by RUC
- government of Northern Ireland announced the Five Point Reform Programme after the violence during the NICRA march October 1968. It promised reforms such as the replacement of the Londonderry Corporation with a Development Commission, the removal of certain parts of the Special Powers Act and an Ombudsman to deal with complaints
- government of Northern Ireland allowed the PD march from Belfast to Derry to go ahead in January 1969
- government of Northern Ireland established the Cameron Commission to investigate the violence at the Burntollet ambush.

Reasons for O'Neill's resignation

- O'Neill was never the popular choice as Unionist Party leader. He was selected, not elected as party leader. Most Unionist MPs would have preferred Brian Faulkner to get the job
- there had been attempts to remove O'Neill, such as one by backbenchers in 1966
- violence following the NICRA march in Derry (Londonderry), October 1968
- some of his own ministers criticised O'Neill, e.g. William Craig, Home Affairs Minister. He condemned O'Neill's television speech after his Five Point Reform Programme, arguing O'Neill was giving in to pressure from the British government
- PD hostility to the government of Northern Ireland. It wanted to "smash Stormont"
- after the PD march in January 1969, violence became more widespread. This increased pressure on O'Neill
- Faulkner (Deputy Leader) and another cabinet member resigned after the Cameron Commission was established after Burntollet
- Crossroads Election February 1969 – O'Neill failed to attract enough support from nationalists. O'Neill's aloof personality meant it was difficult for him to get support, in contrast to the popular Ian Paisley
- loyalist bombings, spring 1969 – O'Neill claimed he was "bombed out of office"
- Chichester-Clark resigned when O'Neill promised to introduce "One-man-one-vote".

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

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

- (a) Give **two** reasons for the introduction of Direct Rule in 1972.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** reasons:

- the increase in violence at the start of 1972
- Bloody Sunday exposed Stormont's inability to control Northern Ireland
- unionist domination in Northern Ireland was becoming increasingly difficult to justify
- Stormont and Westminster clashed over who should control security policy.

[2]

- (b) How did the aims and methods of the Provisional IRA differ from those of the Official IRA?

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

Award [0] for responses not worthy of credit

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- the Provisional IRA remained committed to the armed struggle
- the Provisional IRA were more outspoken about the need to defend the Catholic population. They also took action to do it, meeting loyalist attacks on Catholics in Belfast with force
- soon after their formation, the Provisional IRA began a campaign of violence, targeting police and soldiers and bombing shops and businesses
- the Official IRA turned away from violence, seeing it as impractical
- they turned to politics, eventually contesting elections as the Workers Party, supporting socialist policies
- the Official IRA wished to be more inclusive.

Any other valid point

[5]

- (c) In what ways did the British Government respond to the increased violence in Northern Ireland during the summer of 1969?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- the government intervened directly in response to the Battle of the Bogside and sectarian violence in Belfast
- British troops were sent on to the streets of Belfast and Londonderry/Derry on 15 August 1969, to relieve the exhausted RUC. This helped restore law and order. The troops were welcomed by Catholics as protectors
- the Downing Street Declaration was published on 19 August 1969. It suggested some reforms such as a committee on policing – led by Lord Hunt – and the Scarman Tribunal
- the Downing Street Declaration promised nationalists the same equality of treatment as every other citizen of the United Kingdom. It also assured unionists that a united Ireland would only come with the consent of the majority of people in Northern Ireland.

Any other valid point

[6]

(d) Explain why internment was introduced in Northern Ireland in August 1971 and how it affected nationalists and unionists. In your answer refer to the bullet points and use other relevant knowledge.

- Reasons for the introduction of internment in August 1971
- Actions of nationalists and unionists.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

Answers will provide a full explanation and analysis of the question. The guidelines and outside knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Reasons for the introduction of internment in August 1971

- the level of violence was on the increase at the end of 1970 and the start of 1971. By the time the marching season arrived, it was at an all time high
- the IRA was continuing to grow. Its numbers had been boosted by events like the Falls Road Curfew in July 1970
- the government of Northern Ireland had the power to introduce internment under the terms of the Special Powers Act
- internment had been a successful tactic against the IRA in the past. It was used successfully by both the governments of Northern Ireland and of Éire
- internment would give the opportunity to find information on the location of IRA weapons – providing the opportunity to question more IRA members
- the government of Northern Ireland believed that a stronger response was needed to the IRA than the one taken by the government in Britain at the time

- few IRA men had been convicted of the bombings of Protestant-owned businesses. There was therefore pressure on Faulkner for a tougher security policy.

Actions of nationalists and unionists

- 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 the year
- IRA recruitment grew
- SDLP rent and rates strike
- SDLP withdrew from local government in protest
- civil rights marches started up again – led to Bloody Sunday, which was itself a result of an anti-internment march. There was also a clash between the army and civil rights protesters at an anti-internment march outside Magilligan Internment Camp
- unionists saw internment as an unpleasant but necessary way of dealing with the growing IRA threat
- loyalist violence increased in response to the increase in IRA violence. The UDA was formed in September 1971.
- The UVF bombed McGurk’s Bar in Belfast in December – 15 were killed.
- Prime Minister Brian Faulkner conceded that internment had been unsuccessful in stopping the Provisional IRA. He said many of the most wanted “escaped the net”. However, he was convinced it had been helpful in locating IRA weapons.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

25

15 This question is about the Search for a Solution.

- (a) Give **two** reasons for the introduction of the Anglo-Irish Agreement in Northern Ireland in 1985.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** reasons:

- fear that Sinn Féin might overtake the SDLP and become the main nationalist party in Northern Ireland
- security reasons – The British Government realised that it needed better relations with the nationalist minority in Northern Ireland, or the security situation there wouldn't improve
- the Brighton Bomb. British Prime Minister Margaret Thatcher was almost killed by this IRA bomb
- to undermine the toleration of the nationalist minority for the IRA
- previous attempts to find a solution had failed, e.g. the New Ireland Forum.

Any other valid point [2]

- (b) How did nationalists in Northern Ireland respond to the Anglo-Irish Agreement of 1985?

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

Award [0] for responses not worthy of credit

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- SDLP supported the Anglo-Irish Agreement, seeing it as an opportunity to create a better way of life for all in Northern Ireland
- Sinn Féin denounced it as reinforcing partition
- the IRA continued its campaign of violence
- many nationalists were unenthusiastic. They preferred to wait and see before expressing whether they supported the Agreement or not.

Any other valid point [5]

- (c) How did unionists oppose the introduction of power-sharing to Northern Ireland in 1973 and 1974?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- Anti-Power-Sharing unionists (as the UUUC) contested the Assembly elections in 1973
- they disrupted the Power-Sharing Assembly and criticised the Power Sharing Executive
- they contested the 1974 General Election – and won 11 out of the 12 seats
- the UWC Strike in May 1974 brought most of Northern Ireland to a standstill after one week. Industries had to close down, there were regular electricity blackouts and fuel supplies were strictly controlled. Hundreds of road blocks took place. Eventually the UWC ordered a total shutdown when the army was ordered to take over fuel supplies
- loyalist bombs were set off in Dublin and Monaghan.

Any other valid point

[6]

- (d) Explain how and why the people of Northern Ireland and the British Government reacted to the Hunger Strikes of 1980 and 1981. In your answer refer to the bullet points and use other relevant knowledge.

- Actions of nationalists and unionists
- Response of the British Government.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([9]–[12])

Answers will provide a full explanation and analysis of the question. The guidelines and outside knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content**Actions of nationalists and unionists**

- in late 1980 the IRA began a group hunger strike as a way to regain Special Category Status. This was called off in December without much having been achieved. It attracted only limited support from nationalists
- in March 1981 a second hunger strike began, led by Bobby Sands, the IRA commander in the H-Block of the Maze prison
- the second hunger strike got huge publicity and much support from nationalists in Northern Ireland and elsewhere – especially when Sands stood in the Fermanagh-South Tyrone by-election and won
- nationalists again showed their support for the hunger strikers when the funerals of Sands and others who died as part of the Hunger Strike were attended by nationalists in large numbers
- IRA violence increased during the Hunger Strikes, while the 1981 Hunger Strike was going on, 61 were killed in this violence
- unionists showed little sympathy for the hunger strikers, whom they viewed as gunmen and murderers
- unionists urged the British Prime Minister not to give concessions to the hunger strikers
- unionists were deeply shocked at nationalist support for the hunger strikers – especially the large numbers who attended their funerals
- unionists expressed their alarm at how the Hunger Strikes led to a growth in support for the IRA and at the limited number of troops and police to deal with them
- nationalists and unionists grew further apart
- nationalists believed the British Government had been heavy-handed in their treatment of the hunger strikers, for example, with their attempts to force feed them
- in the 1983 elections, nationalists showed support for the hunger strikers' beliefs when Sinn Féin gained one third of the nationalist vote. The SDLP's vote declined. Gerry Adams became MP for West Belfast, defeating Gerry Fitt.

Response of the British Government

- the British Government refused to reintroduce Special Category Status or treat Republican prisoners as political prisoners. Margaret Thatcher insisted that the hunger strikers were criminals
- no concessions were made to the hunger strikers during the 1980 or 1981 Hunger Strikes
- the hunger strikers did not receive sympathetic treatment by the British Government while they were in prison. Claims were made that the Government attempted to force-feed them
- after the 1981 Hunger Strike some concessions were given to Republican and Loyalist prisoners, for example, they were allowed to wear their own clothes and to have a greater number of prison visits.

Any other valid point

Candidates must address both guidelines to access Level 3 [12]

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Section B

50

Total

100