



**General Certificate of Secondary Education  
2013**

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## **History**

**Unit 1: Studies in Depth**

**Foundation Tier**

**[GHY11]**

**MONDAY 3 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### **Introduction**

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

### **The Purpose of Mark Schemes**

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

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

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

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

**Section A****Option 1: Germany, 1918–1941**

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

1 (a) Below is a list of words linked to the Weimar Republic:

Hindenburg	Nazi Party	Von Schleicher	Election	Hunger Chancellor
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**Target AO1:** Recall of knowledge.

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

- |   |                   |     |
|---|-------------------|-----|
| (i) Choosing a leader by voting         | <u>Election</u>   |     |
| (ii) Nickname of Chancellor Brüning     | Hunger Chancellor |     |
| (iii) Political party led by Hitler     | Nazi Party        |     |
| (iv) President of Germany in 1933       | Hindenburg        |     |
| (v) Chancellor of Germany before Hitler | Von Schleicher    | [4] |

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

- (b) (i) Give **one** way in which the Nazis tried to win support in Germany between 1923 and 1928.

**Target AO1:** Recall of knowledge.

No rewardable material [0]

One way identified but no development [1]

One way identified with some development [2]

Any **one** way:

- in the Munich Putsch of 1923 Hitler and approximately 2000 Nazis tried to take power in Munich with the intention of marching to Berlin
- decided to contest elections in the Reichstag
- used different types of propaganda such as rallies and publishing newspapers
- Hitler wrote Mein Kampf while in prison, outlining his main ideas
- the Hitler Youth was established.

Any other valid point [2]

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

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- 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 which made the economy weak
- it lost 10% of its land, including territories like Posen, West Prussia and Alsace-Lorraine. This land lost 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

[4]

- (c) (i) Why did a hyperinflation crisis take place in Germany in 1923?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- German economy had already been suffering as a result of the aftermath of World War One, the loss of resources due to the Treaty of Versailles and the reparations payments that had to be made
- German government failed to keep up with reparations payments so the French invaded the Ruhr area to take goods from the Germans instead of money
- German government ordered passive resistance so there would be nothing for the French to take
- Government still had to pay striking workers so printed off extra money to do this
- Government continued to print extra money with no gold to back it up. This led to hyperinflation.

Any other valid point

[6]

- (ii) What actions were taken to help Germany to recover from hyperinflation between 1923 and 1929?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

## Indicative Content

- Gustav Stresemann became Chancellor and then Foreign Minister of Germany
- Stresemann got striking workers to end passive resistance, getting production going again. This meant that Germany did not have to rely on importing fuel
- a new currency, the Rentenmark, and a new national bank were established
- Germany started paying reparations again which led to the French leaving the Ruhr
- these actions meant that other countries began to have more trust in Germany again
- the Dawes Plan allowed Germany to pay reparations over a longer period of time
- it also brought in loans from the USA which provided investment for German businesses
- the Young Plan was signed in 1929. This reduced the amount of reparations Germany had to pay by 75%.

Any other valid point

[9]

25

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

(a) Below is a list of words linked to the Consolidation of Power in Nazi Germany:

Night of the Long Knives	Enabling Law	Reichstag Fire	Führer	Army
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**Target AO1:** Recall of knowledge.

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

- |   |                          |     |
|---|--------------------------|-----|
| (i) Group which swore an oath of loyalty to Hitler              | <u>Army</u>              |     |
| (ii) Members of the SA were killed by the SS in June 1934       | Night of the Long Knives |     |
| (iii) Title taken by Hitler in August 1934                      | Führer                   |     |
| (iv) Allowed Hitler to make laws without consulting anyone else | Enabling Law             |     |
| (v) Burning of the German parliament                            | Reichstag Fire           | [4] |

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

(b) (i) Give **one** way in which the Nazis tried to control the churches in Germany between 1933 and 1939.

**Target AO1:** Recall of knowledge.

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

Any **one** way:

- 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 was established to control all Protestant churches under Ludwig Müller
- German Faith Movement was a Nazi Church based on pagan beliefs
- church leaders who didn't co-operate with Nazi policies were often put in concentration camps, e.g. Martin Niemöller of the Confessional Church.

Any other valid point [2]

- (ii) Describe **two** ways in which the Nazis tried to reduce unemployment in Germany between 1933 and 1939.

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

No rewardable material [0]

Able to identify a way with no development [1]

Able to identify and describe one way [2]

Apply above criteria to each way

Any **two** ways:

- professional women and Jews were sacked from their jobs but were not included on the unemployment register. Their jobs could be taken by German men
- RAD was established and was compulsory for all men aged 18–25. They had to carry out work for the state such as road building and tree planting for a very small amount of money
- conscription was introduced
- jobs were created in factories making weapons and ammunition.

Any other valid point

[4]

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

- Young people
- Workers?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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



**Indicative Content****Young people**

- young people were viewed as very important
- they were the Nazis of the future, mothers and soldiers
- young people were easier to influence than adults.

**Workers**

- Hitler wanted to keep his promise of lowering unemployment
- he believed that everyone should contribute to society by working
- workers were needed to produce weapons and ammunition for Germany's rearmament
- Hitler believed workers would be more productive if trade unions were banned.

Any other valid point

[6]

**Candidates must address both guidelines to access Level 3**

- (ii) How did the policies of the Nazis affect the lives of Jews in Germany between 1933 and 1939?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

## Indicative Content

- in April 1933 there was a one day boycott of Jewish businesses which prevented Jews from making money on that day
- Jews were forbidden to join the army and could not have government jobs
- Jews had to register their property, making it easier for the Nazis to confiscate
- Jewish teachers were sacked
- Jewish doctors, dentists and lawyers were not allowed to treat or work for Aryans
- the Law for the Protection of German Blood and Honour banned marriage between Jews and Aryans as well as sexual relations outside marriage
- Jewish people had their German citizenship taken away from them in the Nuremberg Laws
- during Kristallnacht in November 1938 Jewish homes, shops and synagogues were destroyed
- thousands of Jews were sent to concentration camps and dozens were killed.

Any other valid point

[9]

25

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

(a) Below is a list of words linked to Nazi Foreign Policy:

Czechoslovakia	League of Nations	Luftwaffe	Italy	Rhineland
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**Target AO1:** Recall of knowledge.

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

- (i) Organisation which Germany left in 1933    League of Nations
- (ii) Country led by Mussolini    Italy
- (iii) Area remilitarised by Germany in 1936    Rhineland
- (iv) Country invaded by Germany in 1939    Czechoslovakia
- (v) German Air Force    Luftwaffe    [4]

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

(b) (i) Give **one** aim of Nazi foreign policy.

**Target AO1:** Recall of knowledge.

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

Any **one** aim:

- gaining Lebensraum
- reuniting all German speaking people
- restore Germany's military strength
- destroy the Treaty of Versailles.

Any other valid point [2]

(ii) Describe **one** action taken by the Nazis to help them take over **each** of the following:

- Poland
- USSR.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe one action [2]

Apply above criteria to each action

Any **one** action for each:

Poland

- Hitler signed the Nazi-Soviet Pact with Stalin. This gave him the go-ahead to invade Poland from the west, safe in the knowledge that Russia would not fight back from the east
- Blitzkrieg tactics were used to invade Poland very quickly
- Germany sent in 62 army divisions and 1300 aircraft.

USSR

- by June 1941 Hitler had successfully invaded most of Western Europe, but had failed to invade Britain. He therefore decided to abandon the Nazi-Soviet Pact
- decided to invade the USSR using Operation Barbarossa.

Any other valid point

[4]

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

- Austria
- The Sudetenland?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

## Austria

- Hitler was Austrian himself and wanted his homeland to be a part of Germany
- it was a way of creating Grossdeutschland
- it was a way of breaking the Treaty of Versailles.

## The Sudetenland

- the Sudetenland contained a significant number of German speakers. This would help fulfil the aim of reuniting all German speakers
- also contained Skoda arms factory. This would be useful for Germany's rearmament programme
- claimed that Germans in the Sudetenland were being badly treated
- the Sudetenland contained most of Czechoslovakia's defences. It would now be easier to take over the rest of the country.

Any other valid point

[6]

**Candidates must address both guidelines to access Level 3**

(ii) How did Germany gain control of **each** of the following by 1938:

- Austria
- The Sudetenland?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

## Indicative Content

## Austria

- 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
- a plebiscite was held in which 97.5% of Austrians voted in support of joining with Germany.

## The Sudetenland

- 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 Germany to meet Hitler and agreed to his demands
- Hitler then raised his claim to all of the Sudetenland and there were worries that war would break out after all. The Munich Conference was held where Chamberlain, along with Daladier, the French leader and Mussolini, the Italian leader, agreed to give Hitler all of the Sudetenland
- Czechoslovakia was not consulted.

Any other valid point

[9]

**Candidates must address both guidelines to access Level 3**

25

**Option 2: Russia, c1916–1941**

**4 This question is about the end of Tsarism and the 1917 Revolutions.**

(a) Below is a list of words linked to the Provisional Government:

Tauride Palace	Dual Authority	Prince Lvov	Constituent Assembly	Land Reform
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**Target AO1:** Recall of knowledge.

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

- (i) First leader of the Provisional Government     Prince Lvov
- (ii) Issue which caused problems for the Provisional Government     Land Reform
- (iii) Set up to decide the future system of government in Russia     Constituent Assembly
- (iv) System of shared power between the Provisional Government and the Petrograd Soviet     Dual Authority
- (v) Headquarters of the Provisional Government     Tauride Palace
- [4]

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

(b) (i) Give **one** reason why Tsarina Alexandra was unpopular.

**Target AO1:** Recall of knowledge.

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

Any **one** reason:

- the Tsarina Alexandra was German and was distrusted as Germany was Russia's enemy in World War One
- the war meant that Nicholas left control of the government to Alexandra
- she sacked 36 government ministers between 1915 and 1916. This ministerial leapfrogging destabilised the government
- Alexandra was uncompromising in upholding the system of autocracy. She refused all offers to cooperate with the Duma

- Alexandra's rule also alienated the nobility which resented being sidelined as the Tsar's main advisers by Rasputin
- Alexandra was under the influence of Rasputin, a disreputable monk. There were rumours of an affair between them and this damaged Alexandra's reputation.

Any other valid point [2]

(ii) Give **one** effect of **each** of the following on the Provisional Government in 1917:

- The July Days
- The Kornilov Revolt.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **one** effect:

The July Days

- the morale of the Provisional Government improved as it had enough support from the army to crush the unrest in Petrograd
- Kerensky replaced Prince Lvov as Prime Minister and attempted to reassert the Provisional Government's authority
- the Provisional Government crushed the unrest in Petrograd called the July Days
- General Kornilov was appointed as commander-in-chief of the army
- the Provisional Government arrested the Bolshevik leaders and Lenin fled to Finland. The Bolshevik newspapers were closed down.

Any **one** effect:

The Kornilov Revolt

- Kerensky was forced to give weapons to the Bolshevik Red Guard to defend Petrograd. The Kornilov Revolt failed and the Bolsheviks, now armed, claimed credit for saving Petrograd
- Kerensky and the Provisional Government were isolated. The Kornilov Revolt weakened the Provisional Government and showed that it had lost all support from the army
- the Kornilov Revolt meant that the Bolsheviks were now armed and made it easier for Lenin to plan to overthrow the Provisional Government.

Any other valid point [4]



(c) (i) Why was the Russian Army defeated in World War One?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

Indicative Content

- The Russian Army suffered early defeats and the Brusilov Offensive in 1916 failed
- shortages of artillery, ammunition, boots and medical equipment contributed to the defeat of the Russian army. Some reports show that one-in-three soldiers had no rifle in 1915
- the Russian Army suffered high casualty rates. Over nine million soldiers were killed, wounded or taken prisoner by 1916
- the quality of military leadership was poor. Most experienced officers and soldiers were killed in the first year of the war. The Russian Army in 1916 was described as “peasants in uniform”
- Nicholas II as Commander-in-Chief in 1915 was indecisive and lacked leadership skills. Nicholas II was personally responsible for Russia’s poor performance in the war.

Any other valid point

[6]

(ii) How did **each** of the following help the Bolsheviks take power in Russia by October, 1917:

- The April Theses and actions of Lenin
- Trotsky and the October Revolution?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

**Indicative Content**

**The April Theses and the actions of Lenin**

- Lenin issued the April Theses on his return to Russia in April 1917. Its two key slogans were “Peace, Bread and Land” and “All Power to the Soviets”. It showed the tactics to be used to overthrow the Provisional Government
- in September 1917 the Bolsheviks controlled the Petrograd Soviet. The Soviet was the vehicle used by the Bolsheviks to seize power
- Lenin played a vital role in the timing of the October Revolution. In September and October, Lenin, in exile in Finland, called for the overthrow of the Provisional Government
- he 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 even threatened to resign but his ideas were accepted.

**Trotsky and the October Revolution**

- the Kornilov Revolt helped the Bolsheviks and in September 1917 they controlled the Petrograd Soviet. The Bolshevik’s aim was to seize power in the name of the soviets
- Trotsky, a former Menshevik, became chairman of the Petrograd Soviet in September

- Trotsky led the Military Revolutionary Committee which organised and planned the take-over of key buildings and places of strategic importance in Petrograd
- the Provisional Government had little military support and put up no resistance. The fighting was confined to Petrograd and by 27 October the Bolsheviks had control of the capital.

Any other valid point

[9]

**Candidates must address both guidelines to access Level 3**

25

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

**(a)** Below is a list of words linked to the White Army in the Russian Civil War:

Cossacks	Samara	Czech Legion	General Deniken	Greens
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**Target AO1:** Recall of knowledge.

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

- |   |                        |     |
|---|------------------------|-----|
| <b>(i)</b> Leader of the White Army in the South of Russia                                | <u>General Deniken</u> |     |
| <b>(ii)</b> Headquarters of the main White Army   | Samara                 |     |
| <b>(iii)</b> Nationalist groups who wanted independence during the Civil War              | Greens                 |     |
| <b>(iv)</b> Group of soldiers whose fight with the Red Army started the Russian Civil War | Czech Legion           |     |
| <b>(v)</b> Fierce horse soldiers who were part of the White Army                          | Cossacks               | [4] |

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

**(b) (i)** Give **one** reason why foreign armies became involved in the Russian Civil War.

**Target AO1:** Recall of knowledge.

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

Any **one** reason:

- Russia’s allies were angry at Lenin’s aim to end Russia’s involvement in World War One. This would mean that Germany was fighting on one front
- Britain, France, the USA and Japan supplied weapons and money to the Whites to help keep Russia in World War One
- the Allies were alarmed at the removal of the Tsar and the murder of the Russian royal family in the summer of 1918

- the Allies also hated communism and feared that Russia would try to spread communism to other countries.

Any other valid point

[2]

- (ii) Describe **two** actions taken by the Bolsheviks to increase their control over Russia between October 1917 and the beginning of the Russian Civil War in June 1918.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe one action [2]

Apply above criteria to each action

Any **two** actions:

- after the October Revolution the Bolshevik government, the Sovnarkom ruled a small area centred on Petrograd and Moscow. It gave workers an eight hour day, control of factories and removed factory managers
- the Land Decree in December 1917 legalised the seizure of land from the estates of the Tsar, the nobility and the Orthodox Church. This was popular with the peasants
- however, the Bolsheviks won only 175 seats in the Constituent Assembly compared to 370 for the SRs. Lenin refused to recognise the result and hand over control. The Red Guards closed down the Constituent Assembly by force in January 1918 after only one day
- the Bolsheviks were determined to take Russia out of World War One and in March 1918 signed the Treaty of Brest-Litovsk with Germany. Its severe terms shocked many Russians. Russia lost  $\frac{1}{6}$  of its population,  $\frac{1}{4}$  of its farmland and  $\frac{3}{4}$  of its coal and iron deposits
- the Bolsheviks set up the Cheka, the secret police in December 1917. It used force against political opponents. The Liberal and Kadet Parties were banned and opposition newspapers closed down. Anyone who spoke out against the Bolsheviks was arrested.

Any other valid point

[4]

- (c) (i) Why was the New Economic Policy (NEP) introduced in Russia in 1921?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- War Communism was very unpopular. The Kronstadt Mutiny and the Tambov Rising were serious threats to Bolshevik power
- Lenin was determined to keep the Bolsheviks in power and adopted a pragmatic approach and compromise on Bolshevik economic beliefs. Lenin called this compromise “One step back in order to take two steps forward”
- Lenin wanted Russia to recover from the famine of 1920–1921 and to increase food production. He believed that the NEP would encourage the peasants to grow more food and sell it for profit
- the NEP would encourage industrial growth by providing an incentive for small businesses to increase production and trade
- the introduction of the new rouble would remove the worthless currency, promote trade and end bartering.

Any other valid point

[6]

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

- War Communism
- The Red Terror?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

## Indicative Content

## War Communism

- during the Civil War Lenin and the Bolsheviks achieved their key aim of extending Bolshevik control over the economy. War Communism ensured that industry and agriculture in the Bolshevik-controlled areas were geared to supply the Red Army
- Cheka requisition squads seized grain from the peasants who had supported the SRs. Peasants 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. Agricultural production fell by two-thirds and an estimated five million people died in the famine of 1920–1921
- all factories were nationalised in June 1918. The state took control of all industries. Workers lost control of running the factories and had to work long hours producing weapons for the Red Army. Managers were reinstated and harsh discipline imposed with the death penalty for absenteeism and strikes
- the rouble became worthless and there was rampant inflation. All private trade was banned forcing people to barter in order to survive
- War Communism supplied the army with weapons and food but was very unpopular. Half of city workers left in search of food and industrial production fell by 70%. Many workers in Petrograd joined the sailors in the Kronstadt Mutiny in March 1921.

### The Red Terror

- the Red Terror was introduced to ensure that all people in the Communist-controlled areas supported the Bolsheviks and the Red Army in the Civil War. A systematic campaign of terror was organised by the Cheka against all opponents, e.g. the SRs, especially after an assassination attempt on Lenin in August 1918
- 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”
- the Red Terror ensured that all available people would join the Red Army to win the Civil War. Trotsky was a ruthless and effective military leader. He turned the inexperienced Red Army into a disciplined, well-led and effective fighting force
- he forced 22 000 ex-Tsarist officers to provide leadership and used the Cheka to shoot all deserters. He visited the troops at the front in a special train and made rousing speeches
- an estimated 200 000 were killed by the Bolsheviks between 1917 and 1923. Terror was used by the Cheka to suppress the Tambov peasant revolt and the Kronstadt Mutiny. The Kronstadt Mutiny forced Lenin to end the Red Terror and War Communism in 1921. However, by 1921 the Bolsheviks had won the Civil War. War Communism and the Red Terror were vital factors in ensuring Bolshevik victory in the Civil War.

Any other valid point

[9]

**Candidates must address both guidelines to access Level 3**

25



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

**(a)** Below is a list of words linked to the leadership struggle in the USSR between 1924 and 1929:

Politburo	Bukharin	Jewish	General Secretary	Socialism in One Country
-----------	----------	--------	-------------------	--------------------------

**Target AO1:** Recall of knowledge.

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

- |   |                          |     |
|---|--------------------------|-----|
| <b>(i)</b> Leading member of the Communist Party in the 1920s               | <u>Bukharin</u>          |     |
| <b>(ii)</b> Idea that divided Communist politicians in the 1920s            | Socialism in One Country |     |
| <b>(iii)</b> Group of leading Bolsheviks who ruled after Lenin’s death      | Politburo                |     |
| <b>(iv)</b> Position held by Stalin in the Communist Party                  | General Secretary        |     |
| <b>(v)</b> Trotsky’s religion which made him unpopular with many Communists | Jewish                   | [4] |

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

**(b) (i)** Give **one** reason why Stalin signed the Nazi-Soviet Pact in August 1939.

**Target AO1:** Recall of knowledge.

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

Any **one** reason:

- Stalin feared an invasion by Germany. The Nazi-Soviet Pact gave the USSR more time to make military and economic preparations
- the Pact contained a secret clause to give East Poland to USSR
- Stalin was disillusioned with the policy of appeasement towards Germany followed by Britain and France. He was annoyed that the West had excluded the USSR from the Munich Conference in 1938.

Any other valid point [2]

- (ii) Describe **two** actions taken by Stalin to increase his control over the USSR between 1929 and 1939.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe one action [2]

Apply above criteria to each action

Any **two** actions

- in the Great Purges between 1934 and 1938 Stalin got rid of most of the middle and upper levels of the Communist Party. 90 out of 139 members of the Central Committee of the Communist Party were killed in these purges. Overall,  $\frac{1}{5}$  of all members of the Communist Party were expelled or killed in the 1930s
- Stalin embarked on a series of “Show Trials” against the leading members of the Communist Party, for example, Zinoviev and Bukharin. They made public confessions to outrageous crimes and were sentenced to death
- in 1938 and 1939 Stalin ordered purges of the leadership of the army, navy and air force and even the secret police, the NKVD, with the execution of Yagoda its leader
- a climate of fear and suspicion existed in the USSR in the 1930s. Up to 20 million were sent to labour camps or gulags set up in remote areas such as Siberia.

Any other valid point

[4]

- (c) (i) Why did Stalin introduce the policy of Collectivisation in the USSR?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- Stalin disliked the NEP and the influence of the kulaks who were accused of hoarding grain and causing shortages in the cities in 1928 and 1929
- he wanted to modernise agriculture by using machinery. Larger units of land could be farmed more effectively using machinery supplied by Machine Tractor Stations
- Stalin wanted to modernise industry in the USSR and needed peasants to move to cities to be the industrial work force. More efficient agricultural production was vital to feed this growing urban population
- excess grain would be exported to raise foreign revenue to fund the USSR's industrial development
- Stalin wanted to end the kulaks. Their farms were taken and turned into state-owned collective farms called kolkhozy, each comprising 50 to 100 households.

Any other valid point

[6]

- (ii) How did Stalin change industry and the lives of workers in the USSR between 1928 and 1939?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

## Indicative Content

- Stalin imposed communist principles on the Russian economy. The NEP was ended and the Russian economy was now centrally-controlled. An organisation called Gosplan set targets for each region, factory and worker
- Stalin set up a series of Five Year Plans aimed at increasing production, especially heavy industry: coal, iron and steel. Ambitious production targets were set for all sectors of the economy
- the USSR's Gross National Product doubled between 1928 and 1941. Industrial production increased significantly, e.g. coal production increased from 29 million tons in 1928 to 168 million tons in 1941
- new areas of industry were opened up in the remote resource-rich Russia east of the Urals, e.g. Siberia. New cities, e.g. Magnitogorsk and Gorki were built and industries developed
- most of those who took part in the Five Year Plans displayed high idealism and believed that they were creating a new socialist society. By 1939 the USSR had become an industrial society with 38% of the population working class
- women were encouraged to work in industry: 40% of all industrial workers were women in 1937. A new technical elite of skilled workers did well, with over 250 000 engineering graduates between 1928 and 1940
- 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 had to work long hours for poor wages. The standard of living of most workers, especially in housing remained poor. Working and living conditions were very primitive. Nine million kulaks were sent to labour camps and forced to work in terrible conditions, e.g. constructing the Beloamor Canal
- 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

[9]

25

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

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

(a) Below is a list of words linked to the economic boom in the USA in the 1920s:

Consumer Goods	Fordney-McCumber Law	Tin Lizzie	Assembly Line	Mass Marketing
----------------	----------------------	------------	---------------	----------------

**Target AO1:** Recall of knowledge.

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

- |   |                      |     |
|---|----------------------|-----|
| (i) Most popular car produced in the 1920s                  | <u>Tin Lizzie</u>    |     |
| (ii) Law placing tariffs or taxes on goods entering the USA | Fordney-McCumber Law |     |
| (iii) New products made in the 1920s                        | Consumer Goods       |     |
| (iv) New ways of selling goods in the 1920s                 | Mass Marketing       |     |
| (v) More efficient way of producing goods in factories      | Assembly Line        | [4] |

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

(b) (i) Give **one** reason why Black Americans faced problems in the USA in the 1920s.

**Target AO1:** Recall of knowledge.

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

Any **one** reason:

- Black Americans faced problems because of racism. Black Americans had been slaves in the USA before 1870. They lived mainly in the Southern States
- many Whites in the Southern States did not regard Black Americans as equal and feared they could gain political control
- the Jim Crow Laws imposed segregation. Blacks and Whites were kept apart in housing, schools, restaurants, public amenities and public transport. The quality of provision for Black Americans in these areas was inferior

- White Americans in the Southern States wanted to prevent Black Americans gaining political control of state governments. The “grandfather clause” prevented anyone whose grandfather was a slave from voting in elections. The rate of illiteracy for Black Americans was much higher. The Literacy Clause was used to ensure Black Americans could not vote
- few Black Americans had skilled jobs. Most were domestic servants or were employed in menial unskilled jobs. Many car factories in the northern cities imposed a “no Blacks” policy in employment
- most Black Americans in the Southern States were sharecroppers renting a plot of land in return for farm work, for example, cotton picking. The price of cotton fell in the 1920s and many sharecroppers were forced to migrate to the northern cities
- the Ku Klux Klan grew in influence in the 1920s in the Southern States with over five million members in 1925. Its main aim was to uphold white supremacy over Black Americans by use of violence and intimidation.

Any other valid point

[2]

- (ii) Describe **two** effects of the cinema on the lives of some Americans in the 1920s.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- the cinema became an important new element of social life in the USA with over 100 million visits each week to the cinema in the 1920s
- film making became a mass production industry. Silent movies dominated the output of the film industry in the 1920s. Hollywood in Los Angeles became the centre of the USA film industry and the star system
- film stars, for example, Rudolf Valentino and Clara Bow became important influences on the lives of young people who wanted to imitate their lifestyle, e.g. fashion and make-up
- older people blamed the cinema for lowering moral standards among young people. They criticised the use of sex symbols, for example, Clara Bow, the “It Girl”. The Hays Code in 1928 tried to ensure that films were of a suitable moral quality.

Any other valid point

[4]

(c) (i) Why did immigrants face hostility in the USA in the 1920s?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

Indicative Content

- threatened the values and way of life of the WASPs, the dominant group in the USA
- the WASPs blamed the new immigrants for the rising violence and social problems in cities
- immigrants were disliked because they were linked to strikes and the threat of communism. The Red Scare in the early 1920s illustrated this. The Palmer Raids in 1920 led to the arrest of over 5000 suspected communists and over 500 immigrants were deported, often on flimsy evidence
- many Americans feared that immigrants posed an economic threat. They threatened the security of Americans' jobs by undercutting wages.

Any other valid point [6]

(ii) How did Americans break the law on Prohibition in the 1920s?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

## Indicative Content

- prohibition was resented outside the Southern States. People made and distributed alcohol with little fear of being arrested because the law was not strictly enforced. Only 2300 Prohibition agents were employed. Many were threatened and one-in-twelve was sacked for accepting bribes
- moonshine, home-made alcohol of variable quality was widely made using illegal stills in people's homes. In 1930, over 280 000 illegal stills were seized
- Speakeasies or illegal bars were set up. There were 20 000 speakeasies in New York in 1930
- bootlegging or smuggling alcohol from Canada or on ships called "rum runners" from the West Indies was widespread and profitable
- people smuggled illegal alcohol in prams and hidden in clothes
- gangs, especially the Mafia, led by Al Capone controlled bootlegging or the illegal import of alcohol from Canada and the West Indies
- corruption and violence increased as police and prohibition agents accepted bribes. Many politicians and judges were in the pay of the Mafia. Violence increased, e.g. the Mafia was responsible for 400 deaths, especially the St Valentine's Day Massacre in Chicago in 1929.

Any other valid point

[9]

25



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

(a) Below is a list of words linked to the 1932 Presidential election and the Hundred Days:

Beer Act	Fireside Chats	Polio	Democrats	Relief, Recovery and Reform
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**Target AO1:** Recall of knowledge.

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

- (i) Political party led by President Roosevelt    Democrats
- (ii) Promises made by President Roosevelt    Relief, Recovery and Reform
- (iii) Law ending Prohibition    Beer Act
- (iv) Radio broadcasts given by President Roosevelt    Fireside Chats
- (v) Illness that limited President Roosevelt's ability to walk    Polio

[4]

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

(b) (i) Give **one** reason why farmers did not share in the economic boom of the 1920s.

**Target AO1:** Recall of knowledge.

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

Any **one** reason:

- tariffs, especially the Fordney-McCumber Law, hit farmers badly as they depended on exports
- overproduction led to excess food production and a fall in prices. Between 1919 and 1929 farm income fell from \$22 billion to \$13 billion. Over three million farming families earned less than \$1000 per year

- farmers borrowed from banks to buy machinery to increase production. However, food prices continued to fall and farm debt increased to \$2 billion by 1929. This led to an increase in evictions
  - thousands of farm labourers lost their jobs because of mechanisation and suffered poverty and hardship
  - sharecroppers, mainly Black Americans in the Southern States, were badly affected by the fall in cotton prices. Thousands were forced to migrate to the northern cities.
- Any other valid point [2]

(ii) Describe **two** actions taken by President Hoover to deal with the effects of the Great Depression.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe one action [2]

Apply above criteria to each action

Any **two** actions:

- before 1931, Hoover did little to deal with poverty and unemployment. He relied on Voluntarism. Employers were encouraged not to sack workers or reduce wages. However, this had little effect as unemployment increased from 1.5 million in 1929 to 14 million in 1932
- in 1929 Hoover cut taxes by \$130 million to help stimulate the economy but this had little effect
- in 1929 Hoover set up the Farm Board to buy surplus produce and help increase food prices. Its budget was only \$500 million and it did little to halt the slide in agricultural income from \$13 billion in 1929 to \$7 billion in 1932
- in 1930 the Hawley-Smoot Act increased tariffs by 50% to protect USA industry. This only slowed down world trade and worsened the problems of farmers who depended on exports
- in 1931 Hoover reversed his *laissez-faire* policy and the federal government lent \$1,500 million to businesses and banks in difficulty. The Reconstruction Finance Corporation was seen as too little too late and a desperate ploy to win support in the presidential election
- in 1931 Hoover spent \$423 million on a building programme that provided jobs, e.g. the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment.

Any other valid point [4]

(c) (i) Why did the Wall Street Stock Exchange crash in October 1929?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

Indicative Content

- the value of company shares in the New York Stock Exchange increased to reflect rising company profits. This led to speculation in buying and selling of shares for a quick profit
- a share-buying craze began in 1927 to invest for short term profit. Between 1927 and 1929 over one million Americans became share speculators. This pushed the value of shares far higher than company profits, e.g. radio shares increased from 94c in March 1928 to 505c in September 1929
- speculators bought shares “on the margin” by borrowing 90% of the share price from the banks and sell the shares later at a profit. This system could only continue if share prices kept increasing. Small investors could not pay back loans to the banks if share prices fell
- the lack of regulation in the banking system and the Stock Exchange before 1929 was a major cause of the Wall Street Crash. Banks used savers’ deposits to invest in shares and lent money to stockbrokers and speculators. Banks also lent money to unsound companies

- banks put pressure on speculators which led to panic selling of shares. Attempts by leading stockbrokers to stabilise the market failed. On Black Thursday, 24 October nearly 13 million shares were sold and prices collapsed. On Tuesday 29 October panic selling peaked with over 16 million shares sold and the Stock Exchange went into free fall.

Any other valid point [6]

(ii) How were the lives of **each** of the following affected by the Great Depression between 1929 and 1932:

- Farmers
- The unemployed?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

Indicative Content

Farmers

- farmers had missed out on the economic boom of the 1920s as grain and meat prices continued to fall. Between 1929 and 1932, the value of agricultural produce fell from \$13 billion to \$7 billion. The price of wheat decreased from 103c per ton in 1929 to 38c per ton in 1933

- many farmers had borrowed heavily from banks in order to purchase new machinery. By 1932 over 40% of all farms were mortgaged to banks due to debt and the number of evictions increased
- farmers were forced to destroy crops and kill animals in an attempt to force prices up. Poverty existed in the midst of plenty in the USA during the Great Depression
- in the Mid-West, the Dust Bowl worsened the position of farmers. Drought and over cropped soil led to dust storms ruining millions of acres of previously-fertile land. Thousands of farmers from Oklahoma and Arkansas migrated west to California in search of a new life as farm labourers.

#### The unemployed

- by 1932, 109 000 factories had closed and industrial production in the USA fell by 50%. Car production had decreased by 80%. This led to a big increase in the level of unemployment with 25% of the workforce or 14 million unemployed by 1933
- there was no unemployment benefit and the unemployed endured great hardship during the Great Depression. People had to queue in breadlines for free bread and soup from private charities. Thousands went hungry and  $\frac{1}{3}$  of all children in New York were malnourished
- thousands of unemployed who could not pay their rent or mortgage were evicted. Many moved to shanty towns consisting of cardboard and tin huts. These were called Hoovervilles and were situated at the edge of most cities
- many unemployed tramped the streets looking for work. Two million hobos travelled illegally on freight trains all over the USA in search of seasonal work
- some unemployed people tried to make a living by menial jobs such as selling coal and apples. There were 6000 apple sellers in New York in 1932. Some resorted to petty crime, begging and even prostitution. Suicide rates increased by 50% to 17 per 100 000 as many lost hope.

Any other valid point

[9]

**Candidates must address both guidelines to access Level 3**

25

**9 This question is about Roosevelt and the New Deal.**

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

Federal Government	Civilian Conservation Corps (CCC)	Public Works Administration (PWA)	Boondoggles	Harry Hopkins
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**Target AO1:** Recall of knowledge.

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

- |   |                                   |
|---|-----------------------------------|
| (i) Led the Works Progress Administration (WPA)                                 | Harry Hopkins                     |
| (ii) Provided jobs for skilled workers  | Public Works Administration (PWA) |
| (iii) Provided jobs for young people planting trees and doing conservation work | Civilian Conservation Corps (CCC) |
| (iv) Jobs of little value created by the New Deal                               | Boondoggles                       |
| (v) Funded the New Deal agencies  | Federal Government [4]            |

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

(b) (i) Give **one** way in which World War Two affected the economy of the USA between 1939 and 1941.

**Target AO1:** Recall of knowledge.

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

Any **one** way:

- the USA did not enter World War Two until December 1941. However, after 1939 Roosevelt ordered preparations to strengthen America's defences. In January 1939 Congress gave over \$500 million to do this. Roosevelt thought that the way to win a modern war was to out-produce the enemy
- by 1943 the USA had produced 86 000 planes. This led to the creation of jobs in the defence industry making weapons, tanks and planes. Unemployment fell from 9.5 million in 1939 to 5.5 million by 1941

- the USA sold billions of dollars worth of weapons to Britain through the Cash and Carry Act (1939) and the Lend Lease Act (1941). This also boosted the economy. The increased federal government investment in defence was vital in reducing unemployment.

Any other valid point

[2]

- (ii) Describe **two** effects of the New Deal on farmers in the USA by 1939.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- the New Deal increased farm prices and the incomes of farmers. 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 ploughed up. By 1934 food prices increased, farm debt was halved and farm income increased by 50%
- many sharecroppers in the southern states lost their livelihood and were forced to migrate to find work in the northern cities. Some sharecroppers and agricultural labourers starved as food was deliberately destroyed to increase prices
- the Farm Credit Administration (FCA) provided low interest loans to farmers to help them pay off debts. Over 20% of farmers used funds from the FCA to pay off debts
- agriculture and the lives of farmers in the Tennessee Valley were changed by the Tennessee Valley Authority (TVA) in 1933. Farmers benefited from the work of the Tennessee Valley Authority which built 21 dams on the Tennessee River. This controlled water flow and made an area of 40 000 square miles productive again. The building of hydro electric power stations provided cheap electricity. Flooding and soil erosion stopped and agriculture was regenerated
- the Rural Electrification Administration gave farmers money to increase electricity supply. By 1939, with the help of government loans, 40% of farmers had electricity. This improved the quality of life of farmers
- farmers in the Midwest experienced a severe drought between 1932 and 1936. Agriculture in a large area known as the Dust Bowl was ruined. As a result, over one million farmers and farm labourers were forced to migrate and look for work in the fruit-growing areas in the west coast, especially California.

Any other valid point

[4]

(c) (i) Why were **each** of the following agencies set up as part of the New Deal:

- Tennessee Valley Authority (TVA)
- National Recovery Administration (NRA)?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

Indicative Content

Tennessee Valley Authority (TVA)

- the Tennessee Valley Authority (TVA) was set up to develop the Tennessee Valley, a poverty-stricken area that covered seven southern states. It suffered from flooding and soil erosion
- the TVA aimed to improve the quality of the soil by building dams to prevent flooding and plant forests to prevent erosion
- there was high unemployment with few jobs in this area. The TVA aimed to create new industries and develop the area as a tourist destination
- few farms had electricity. The TVA built hydro-electric power stations to provide electricity to this area. The TVA succeeded in its aim of transforming the infrastructure of the Tennessee Valley.



National Recovery Administration (NRA)

- the main aim of the National Recovery Administration (NRA) was to increase workers' wages so that they would have more money to spend on goods
- the NRA also wanted to increase workers' rights in the workplace. It aimed to improve working conditions, set a minimum wage and shorter working hours
- under the Wagner Act of 1935, workers were given the right to join trade unions and end the violent strike breaking actions used by employers.

Any other valid point [6]

**Candidates must address both guidelines to access Level 3**

- (ii) What actions were taken to show opposition to the New Deal between 1933 and 1939?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

Indicative Content

- the New Deal was criticised by some for being too costly and radical and unconstitutional. Others criticised it for not doing enough to end the Great Depression
- the Supreme Court ensured that the President did not exceed his power in creating New Deal Agencies for all of the USA. Its role as the guardian of the American constitution meant that it judged some of Roosevelt's actions unconstitutional

- the Supreme Court ruled that the federal government was exceeding its powers in its relationship with state governments in many of the New Deal agencies. In 1935, the Supreme Court found the NRA codes unconstitutional in the Sick Chickens Case. In 1936, the Supreme Court declared 16 AAA codes unconstitutional because it ruled that subsidies to farmers could only be made by state governments
- the Republican Party believed in minimal federal government involvement in economic matters and criticised the cost of the New Deal. It opposed the cost of the New Deal in Congress and the burden it placed on tax payers. It joined with Big Business to set up the Liberty League to oppose Roosevelt's New Deal
- the Republican Party objected to some of the job-creation agencies as a waste of taxpayers' money. They criticised the short-term nature of many of the schemes and the WPA for creating "boondoggles" or useless jobs, for example, face painting
- Dr Francis Townsend wanted the federal government to give people over 60 a pension of \$200 per month to ease hardship and create demand for goods which would also create jobs. Over 7000 Townsend Clubs were formed throughout the USA to support Dr Townsend
- Fr Charles Coughlin used his radio broadcasts to criticise Roosevelt for not doing enough to deal with the poor. He set up the National Union of Social Justice which had millions of members from all over the USA
- Huey Long, the Democrat governor of Louisiana, criticised Roosevelt for not doing enough for the poor. He proposed a "Share Our Wealth" scheme to redistribute money from the rich and banks. He wanted a minimum wage, free education and improved pensions for the old and war veterans.

Any other valid point [9]

25

**Section A**

**50**

**Section B**

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

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

(a) Below is a list of words linked to Northern Ireland before the Outbreak of War in September 1939:

Lord Craigavon	Stormont	Unionist Party	Nationalists	Harland and Wolff
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**Target AO1:** Recall of knowledge.

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

- (i) Party of Government in Northern Ireland     Unionist Party
- (ii) Belfast shipyard which was awarded defence contracts     Harland and Wolff
- (iii) Northern Ireland Prime Minister in 1938     Lord Craigavon
- (iv) Group which opposed the introduction of conscription in Northern Ireland     Nationalists
- (v) Name for the Northern Ireland Parliament     Stormont     [4]

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

(b) (i) Give **one** reason why Britain gave up the Treaty Ports in 1938.

**Target AO1:** Recall of Knowledge.

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

Any **one** reason:

- Britain wished to improve relations with Éire in the 1930s
- the Treaty Ports were part of an agreement which ended the Economic War
- Chamberlain was anxious to be on good terms with de Valera with the prospect of war looming in Europe.

Any other valid point [2]

- (ii) Describe **two** changes brought about by the Constitution of 1937.

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

No rewardable material [0]

Able to identify one change with no development [1]

Able to identify and describe one change brought about by the Irish Constitution [2]

Apply above criteria to each reason

Any **two** of the following:

- the Irish Free State became a Republic in all but name and was called Éire
- Articles 2 and 3 laying claim to Northern Ireland heightened fears of the South amongst unionists in Northern Ireland
- special recognition was given to the Catholic Church
- the Head of State was no longer the British monarch but an elected president
- the Prime Minister of Éire was known as the Taoiseach
- the Irish language was given official status.

Any other valid point

[4]

- (c) (i) Why did de Valera want Éire to remain neutral when World War Two broke out in September 1939?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- De Valera supported neutrality as he regarded it as an expression of independence
- Éire believed that Germany posed no real threat, since any German invasion would have to be by sea, so there was no point in becoming involved in the war
- Éire could not afford to rearm in order to participate in the war effort
- some people in Éire had sympathy for Germany and no wish to help England
- De Valera wanted to protect his people from the inevitable hardships of war
- the Éire government believed that since Éire was a member of the Commonwealth, then Britain would not allow them to fall into enemy hands.

Any other valid point [6]

- (ii) How did the Economic War affect agriculture and industry in Britain and Ireland?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

## Indicative Content

## Agriculture

- Irish farmers were affected badly with the loss of markets for their agricultural produce. Demand for cattle fell resulting in many cattle farmers going bankrupt
- big drop in beef prices in Ireland and dairy exports to Great Britain. This led to overproduction at home and consequent slaughter of cattle. The government increased taxes to compensate farmers. There was a decline in rural living standards
- Irish farmers lost millions of pounds because they could find no markets for their goods during a period of worldwide economic despair
- however, subsistence farmers in Ireland suffered less during this tariff war, and also benefited from a reduction in their annuity payments
- smuggling increased as a method of avoiding the payment of duties
- Northern Ireland's farmers were given the opportunity to provide Britain with produce no longer being supplied by Ireland.

## Industry

- effects not as severe as in agriculture
- one industry which benefited was the peat industry because of the scarcity and cost of British coal
- Ireland was hit badly as coal prices increased because of the import tax. This hurt the poor badly
- by 1935 Ireland was in serious economic difficulties: imports had fallen, but exports had fallen even more and there was a considerable balance of payments problem
- Ireland's boycott of British goods caused some unemployment in Britain, pushing both governments in January 1935 to ease their tariff restrictions. [9]

**Candidates must address both guidelines to access Level 3**

25

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

(a) Below is a list of words linked with the experience of war in Éire:

Operation Green	Internment	Rationing	The Emergency	Local Defence Volunteers
-----------------	------------	-----------	---------------	--------------------------

**Target AO1:** Recall of knowledge.

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

- |       |  |                          |     |
|-------|--|--------------------------|-----|
| (i)   | Germany's plan for the invasion of Éire during World War Two                 | <u>Operation Green</u>   |     |
| (ii)  | Term used in Éire to refer to the war years                                  | The Emergency            |     |
| (iii) | Measure introduced to control the activities of the IRA during World War Two | Internment               |     |
| (iv)  | Organisation which defended Éire   | Local Defence Volunteers |     |
| (v)   | Need to control prices and supplies  | Rationing                | [4] |

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

(b) (i) Give **one** reason why conscription was not introduced in Northern Ireland during World War Two.

**Target AO1:** Recall of Knowledge.

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

Any **one** reason:

- nationalists did not want to support Britain in war. They resented being forced to join the army
- it would have been embarrassing to the British and Northern Ireland governments to deal with mass refusal to enlist
- Britain did not want to worsen relations with Éire.

Any other valid point [2]

- (ii) Describe **two** ways in which Britain was able to defend itself from a German invasion during World War Two.

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

No rewardable material [0]

Able to identify one way with no development [1]

Able to identify and describe one way Britain was able to defend itself [2]

Apply above criteria to each way

Any **two** ways:

- the reorganisation of the RAF and Fighter Command in the 1930s
  - role of Hurricane and Spitfire to defend against the Luftwaffe
  - use of radar
  - a well organised defence system, using barrage balloons and a command centre to co-ordinate defence
  - role of the Royal Navy to defend against German warships and U-boats
  - Local Defence Volunteers (LDV) formed in May 1940.
- Any other valid point [4]

- (c) (i) Why were naval and air bases in Northern Ireland important to the defence of Britain during World War Two?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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



## Indicative Content

- naval base at Derry/Londonderry played a vital role in repair, refuelling and harbouring of destroyers
- air bases at Nutts Corner, Long Kesh, Aldergrove, Ballykelly, Castle Archdale played vital roles in U-boat war, especially after the “Donegal Air Corridor” was offered to Britain by de Valera
- Battle of the Atlantic – naval and air bases kept sea lanes open for Atlantic convoys: became bases for anti-submarine escorts, Atlantic reconnaissance and coastal commands.

Any other valid point

[6]

- (ii) How did World War Two affect the lives of people in Northern Ireland?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

## Indicative Content

- people were affected by rationing of food. Sugar, tea and imported fruit became scarce
- people in Northern Ireland had more food available than in the rest of the UK, e.g. vegetables, bacon and pork were not rationed
- as a result of the blackout, people could not show lights from their windows. Cars and bicycles had to use dim lights
- fuel shortages meant that only military vehicles and essential users had a petrol ration

- petrol rationing increased railway traffic, since coal was more plentiful than petrol
- rationing saw an increase in cross-border smuggling
- by 1944, there were 300 000 Allied soldiers in Northern Ireland, which led to occasional friction between locals and soldiers
- thousands of people were employed in Harland and Wolff and Shorts. People also worked in the linen industry and engineering firms producing armaments and uniforms
- the bombing of Belfast in April and May 1941 caused death and destruction. Nearly 1000 civilians were killed and 57 000 homes damaged or destroyed.

Any other valid point

[9]

25

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

- (a) Below is a list of words linked to the Declaration of the Republic and The Ireland Act:

Commonwealth	John Costello	Easter Monday, 1949	Passport	The Ireland Act, 1949
--------------	---------------	---------------------	----------	-----------------------

**Target AO1:** Recall of knowledge.

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

- (i) Taoiseach in 1949 John Costello
- (ii) Britain's response to the Declaration of the Irish Republic in 1949 Ireland Act, 1949
- (iii) Group of countries that Éire left in 1949 Commonwealth
- (iv) No longer needed for travel between England and Ireland Passport
- (v) Date when Éire officially became the Republic of Ireland Easter Monday, 1949 [4]

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

- (b) (i) Give **one** reason why some people in Northern Ireland welcomed the introduction of the Welfare State.

**Target AO1:** Recall of Knowledge.

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

Any **one** reason:

- there was the expectation that poverty would be reduced
- since health care was now free it was hoped that the Welfare State would be of particular benefit to poorer people
- the Welfare State was seen as a step towards improving the state of poor health among the working class.

Any other valid point [2]

(ii) Describe **two** post-war problems faced by Éire.

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

No rewardable material [0]

Able to identify one problem with no development [1]

Able to identify and describe one problem [2]

Apply above criteria to each reason

Any **two** problems:

- building materials were in short supply in Éire and the housing shortage continued
- Éire suffered a severe economic depression after the war and emigration rates remained high, averaging 40 000 per year in the late 1940s
- no National Health Service or Welfare State was introduced in Éire so that health, welfare and education standards in Éire fell behind Northern Ireland. Few state benefits were available in Éire
- Éire experienced rationing
- Éire was isolated economically by Britain as Éire's neutrality was resented
- a State of Emergency was announced by de Valera after a wet summer in 1946 and a severe winter in 1947.

Any other valid point

[4]

(c) (i) Why did relations between Britain and Éire worsen after World War Two?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- the post-war era revealed the horrors perpetrated by the Nazis, which made many people even more resentful about Éire's neutrality
- there was anger over de Valera's public expression of condolences after the death of Hitler
- Britain believed that de Valera was carrying his policy of neutrality to extremes
- Churchill made a radio broadcast in which he was highly critical of de Valera for not assisting in the war, and contrasted his stance with the role played by Northern Ireland
- the ill-feeling generated by Éire's neutrality lasted for many years after the war.

Any other valid point [6]

- (ii) How did the introduction of the Welfare State change health, housing and education in Northern Ireland?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

## Indicative Content

## Health

- health improved due to the impact of Family Allowance, free medical treatment and free prescriptions
- the majority benefited from the introduction of the National Health Service and National Assistance
- in the fifteen years after the introduction of the Welfare State, health standards improved
- polio and TB rates were greatly reduced.

## Housing

- a report in 1944 stated that 37% of homes in Belfast were unfit to live in and recommended that Northern Ireland needed over 100 000 new homes
- the Northern Ireland Housing Trust was set up in 1945 to provide orlits and prefabs
- the government gave subsidies to local councils to build new houses.

## Education

- in Britain, the 1944 Education Act introduced the principle of free secondary education for all, with transfer at the age of eleven
- the 11+ examination offered free grammar school education
- the Minister of Education in Northern Ireland increased funding for Catholic voluntary schools from 50% to 65%, much higher than was available in England
- the school leaving age was raised to 15
- local education authorities were obliged to provide free services to all schools including medical treatment, transport, milk, meals, books and stationery
- the total number of pupils in secondary education increased.

Any other valid point

[9]

25

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

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

(a) Below is a list of words linked with events in Northern Ireland in the 1960s:

Royal Ulster Constabulary (RUC)	Gerrymandering	Austin Currie	Northern Ireland Civil Rights Association (NICRA)	Brian Faulkner
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**Target AO1:** Recall of knowledge.

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

- |  |   |
|--|---|
| (i) Unfair action by some councils                         | <u>Gerrymandering</u>                                 |
| (ii) Member of the government of Northern Ireland          | Brian Faulkner  |
| (iii) Leader of the housing protest in Caledon             | Austin Currie   |
| (iv) Organisation which clashed with civil rights marchers | Royal Ulster Constabulary (RUC)                       |
| (v) Group campaigning for reform                           | Northern Ireland Civil Rights Association (NICRA) [4] |

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

- (b) (i) Give **one** reason why O'Neill wanted to improve relations with the Republic of Ireland in the 1960s.

**Target AO1:** Recall of knowledge.

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

Any **one** reason:

- desire for economic links with the Republic to improve areas such as electricity links, tourism and trade
- to make the best use of shared resources
- to improve relations between Northern Ireland nationalists and the Northern Ireland state.

Any other valid point [2]

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

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe an action [2]

Apply above criteria to each action

Any **two** actions:

- Faulkner condemned the visit of Sean Lemass in 1965
- plot against O'Neill by backbench MPs 1966
- supporters of Paisley protested against the Lynch visit with placards accusing O'Neill of being a "Lundy" and an "Ally of Popery"
- William Craig's condemnation of O'Neill's television appearance following the Five Point Reform Programme 1968
- Faulkner and another cabinet member resigned in protest at Cameron Commission 1969
- 12 unionist MPs called for O'Neill's resignation, 1969
- Paisley stood against O'Neill during Crossroads Election February 1969, almost defeating him in his own constituency
- loyalist bombing campaign in the spring of 1969.

Any other valid point

[4]

- (c) (i) Why did many nationalists support the Northern Ireland Civil Rights Association (NICRA)?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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



**Level 3 ([5]–[6])**

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

## Indicative Content

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

Any other valid point

[6]

- (ii) How did O’Neill try to improve relations with nationalists in Northern Ireland and with the Republic of Ireland in the 1960s?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

## Indicative Content

## nationalists in Northern Ireland

- visited Cardinal Conway
- sent condolences on the death of Pope John XXIII
- visited Catholic schools and hospitals
- increased financial support to Catholic schools and hospitals
- declared the UVF illegal after it murdered two Catholics in 1966
- O'Neill's Five Point Reform Programme of 1968 introduced such reforms as the abolition of the Londonderry Corporation and the removal of certain parts of the Special Powers Act
- the Cameron Commission was set up in January 1969 to investigate the violence following the ambush at Burntollet Bridge
- in April 1969 O'Neill promised "one-man-one-vote".

## The Republic of Ireland

- invited Taoiseach Sean Lemass to Stormont 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
- O'Neill cooperated with the Dublin-based Irish Trades Union Congress, whose support was important for economic development.

Any other valid point

[9]

25

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

- (a) Below is a list of words linked with events in Northern Ireland between 1969 and 1972:

Ulster Defence Association (UDA)	B Specials	Bogside	Brian Faulkner	Direct Rule
----------------------------------	------------	---------	----------------	-------------

**Target AO1:** Recall of knowledge.

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

- |  |                                  |     |
|--|----------------------------------|-----|
| (i) Last unionist Prime Minister of Northern Ireland | <u>Brian Faulkner</u>            |     |
| (ii) Loyalist paramilitary group                     | Ulster Defence Association (UDA) |     |
| (iii) New system of government introduced by Britain | Direct Rule                      |     |
| (iv) Part-time police force feared by nationalists   | B Specials                       |     |
| (v) Place where violence broke out in 1969           | Bogside                          | [4] |

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

- (b) (i) Give **one** reason why the Provisional IRA was formed.

**Target AO1:** Recall of knowledge.

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

Any **one** reason:

- in Belfast, many nationalists believed the IRA was doing nothing to protect them from attacks by loyalists and the RUC. The slogan "IRA = I Ran Away" appeared in nationalist areas in Belfast
- the Provisional IRA intended to protect nationalist areas from these attacks by loyalists and the RUC
- the Provisional IRA aimed to achieve a united Ireland by force. They believed the Official IRA were too soft on the struggle for a united Ireland

- the Provisional IRA wished to win civil rights for Catholics
- the Provisional IRA was determined to destroy the Stormont government
- the Provisional IRA was determined to drive British troops out of Ireland.

Any other valid point [2]

- (ii) Describe **two** actions taken by the British government to deal with the increase in violence in Northern Ireland in the summer of 1969.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe an action [2]

Apply above criteria to each action

Any **two** actions:

- 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 government was so worried about the situation that it appointed a cabinet committee on Northern Ireland.

Any other valid point [4]

- (c) (i) Why was Direct Rule introduced to Northern Ireland in 1972?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- the increase in violence at the start of 1972
- Bloody Sunday exposed Stormont's inability to control Northern Ireland
- the British government had come to believe that Stormont was no longer able to keep control over law and order in Northern Ireland
- unionist domination in Northern Ireland was becoming increasingly difficult to justify
- Stormont and Westminster clashed over who should control security policy.

Any other valid point.

[6]

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

- Bloody Sunday, January 1972
- Direct Rule, March 1972?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

### Indicative Content

#### Bloody Sunday, January 1972

- there were immediate expressions of grief and anger from nationalists, who demanded an inquiry into the events
- this inquiry – the Widgery Inquiry – failed to reach a satisfactory conclusion, but did establish that none of the victims were carrying weapons when found
- nationalists claimed that the victims were totally innocent and that the paratroopers carried out an unprovoked attack
- nationalist hostility towards the state increased and rioting broke out in nationalist areas
- IRA violence increased and IRA recruitment rose – especially in the Derry/Londonderry area
- this IRA violence led to the formation of the Ulster Vanguard in February 1972. Led by William Craig, it served as a co-ordinating body for traditional loyalist groups. It organised a huge demonstration in Belfast's Ormeau Park.

#### Direct Rule, March 1972

- there was a huge demonstration at Stormont during last hours of unionist rule
- a series of strikes and shutdowns by unionists managed to shut down life in Northern Ireland for a two-day period
- a spate of sectarian murders by loyalists took place – especially in Belfast
- support for strongly unionist parties, like the DUP, increased
- support for loyalist paramilitaries, like the UDA, increased
- many nationalists were pleased as it brought an end to unionist control
- the IRA opposed Direct Rule. They saw it as Britain seeking to claim a country to which it had no legal right
- the IRA announced its determination to continue the armed struggle, although there was a short-lived ceasefire soon after Direct Rule was introduced.

Any other valid point

[9]

**Candidates must address both guidelines to access Level 3**

25

**15 This question is about The Search for a Solution.**

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

Ulster Workers' Council (UWC)	Garret FitzGerald	Social Democratic and Labour Party (SDLP)	Gerry Adams	Power-Sharing Executive
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- |   |   |
|---|---|
| (i) Took office in January 1974                     | <u>Power-Sharing Executive</u>                |
| (ii) Sinn Féin leader                               | Gerry Adams                                   |
| (iii) Unionist group which opposed power-sharing    | Ulster Workers' Council (UWC)                 |
| (iv) Leader who signed the Anglo-Irish Agreement    | Garret FitzGerald                             |
| (v) Nationalist group which supported power-sharing | Social Democratic and Labour Party (SDLP) [4] |

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

(b) (i) Give **one** reason why many unionists opposed power-sharing.

**Target AO1:** Recall of knowledge.

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

Any **one** reason:

- most unionists were against the “Irish Dimension” – the attempt to give the Irish Republic any influence in the running of Northern Ireland
- there was anger at being left out of the process – anti power-sharing unionists were not invited to form part of the Executive, and were not invited to Sunningdale
- many unionists felt power-sharing was undemocratic – a minority (nationalists) had no right to sit in government
- many unionists felt power should not be shared with those who were not loyal to the Union.

Any other valid point [2]

- (ii) Describe **two** ways in which nationalists in Northern Ireland responded to the Hunger Strikes.

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

No rewardable material [0]

Able to identify one way with no development [1]

Able to identify and describe one way [2]

Apply above criteria to each action

Any **two** ways:

- the Hunger Strike of 1981 got much support from nationalists in Northern Ireland. When Bobby Sands stood in the Fermanagh-South Tyrone by-election he was elected MP
- 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
- 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
- nationalists and unionists grew further apart because nationalists took a much more sympathetic view of the hunger strikers.

Any other valid point [4]

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

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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



**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- to restore Special Category Status, which had been removed from prisoners in Northern Ireland in 1976
- hunger strikes were a traditional republican tactic which had worked in the past
- previous attempts to win back Special Category Status – such as the Blanket Protest and the Dirty Protest – had failed
- the 1981 Hunger Strike took place because republican prisoners were angry at not receiving the concessions that they thought they had won after the 1980 Hunger Strike
- republicans needed new tactics to gain support. In the late 1970s, there were signs that the nationalist public was losing patience with the IRA's campaign of violence
- the IRA was increasingly under pressure, with British intelligence and undercover work taking its toll on them.

Any other valid point

[6]

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

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

Indicative Content

Unionists

- a huge protest rally at Belfast’s City Hall – an estimated 100 000 attended
- marches to the headquarters of the new Anglo-Irish Secretariat at Maryfield
- all 15 unionist MPs resigned their Westminster seats
- “Ulster Says No” campaign – a campaign of civil disobedience, including the refusal to set rates in unionist council areas
- a “Day of Action” March 1986 – brought much of Northern Ireland to a standstill
- loyalist violence when the campaign of civil disobedience seemed not to be working – especially against the RUC
- bonfires burning effigies of Margaret Thatcher and Irish Foreign Minister Peter Barry
- the Alliance Party supported the Anglo-Irish Agreement, seeing it as an opportunity for a future based on justice and equality.

Nationalists

- 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 their 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 [9]

**Candidates must address both guidelines to access Level 3**

**Section B**

**Total**

25

50

100