



Rewarding Learning

**General Certificate of Secondary Education
2014**

History

Unit 1: Studies in Depth

Higher Tier

[GHY12]

FRIDAY 16 MAY, MORNING

**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

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

- (a) Give **two** terms of the Treaty of Versailles.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** terms:

- Germany also lost 10% of its land, including territories like Eupen, West Prussia and Alsace-Lorraine
- The Treaty placed restrictions on the size of the German armed forces
- Germany was forbidden from joining with Austria
- Conscription in Germany was forbidden.

Any other valid point

[2]

- (b) How did Gustav Stresemann improve Germany's relations with other countries between 1924 and 1929?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative content

- Stresemann accepted the Dawes Plan meaning that Germany secured loans from American investors to help build up its economy
- The Dawes Plan also allowed Germany to pay its reparations over a longer period of time, so they began to make payments again
- Germany signed the Locarno Treaties in 1925. They agreed to guarantee their borders with France and Belgium
- Germany joined the League of Nations in 1926
- The Kellogg-Briand Pact was signed by Germany in 1928. The

countries involved agreed to use diplomacy in the first instance when disagreements between countries arose

- Stresemann negotiated the Young Plan. It agreed on allied troops leaving the Rhineland and the rescheduling of the reparations debt to 25% of its original value.

Any other valid point [5]

- (c) In what ways were the German people affected by the hyperinflation crisis of 1923?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- Money became worthless and many people lost savings, particularly those in the middle class
- Those on fixed incomes, such as pensioners, suffered as the money they received did not increase
- Many people bartered goods rather than using money
- People were sometimes paid twice daily as the rate of inflation changed so quickly
- Prices in shops and cafes often changed by the hour as inflation soared
- People with loans benefited as they could pay them off easily. Those with fixed rental agreements also benefited.

Any other valid point [6]

- (d) Explain how the Nazi Party gained power in Germany by January 1933. In your answer refer to the guidelines and use other relevant knowledge.

- Nazi change in tactics after the Munich Putsch
- Increased support for the Nazi Party, 1930-January 1933.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

Nazi change in tactics after the Munich Putsch

- After the failure of the Munich Putsch, the Nazis decided to concentrate on using political methods to get into power. Hitler said he would 'hold his nose and enter the Reichstag'
- Hitler used his trial for propaganda purposes. It was reported in national newspapers and it gave Hitler the opportunity to promote the Nazi 25 Point Programme
- Hitler wrote Mein Kampf while in prison, outlining his main ideas
- The Nazis began to campaign for votes. Joseph Goebbels used propaganda effectively to promote the Party and Hitler spoke at meetings and rallies
- The Nazi Party was reorganised by establishing the gauleiter system. This enabled Hitler to control the spreading of the Nazi message throughout Germany
- The Hitler Youth was established to train future members of the Nazi Party
- The Nazis continued to use SA violence to break up meetings of political opponents
- Despite their efforts the Nazis only won 12 seats in the Reichstag in the 1928 election
- In 1929 the Nazis seemed to be the only party that was offering a solution to all Germans for the problems caused by the Depression. They promised to abolish the Treaty of Versailles, end unemployment and make Germany great again. A popular slogan was 'Bread and Work'
- Their message appealed to a lot of Germans who had become disillusioned with democracy. They viewed it as a weak political system and looked for a strong leader.

Increased support for the Nazi Party, 1930–January 1933

- The Nazis continued to use a wide variety of propaganda to get their message across, under the direction of Joseph Goebbels. They sent out leaflets directly to people’s homes, put up posters and used slide shows
- They carried out the ‘Hitler over Germany’ campaign during the 1932 elections, whereby Hitler flew to destinations all over Germany to deliver his speeches personally to the people. His public speaking skills captivated many and he was able to convince Germans that he really cared
- The Nazis told different groups of people exactly what they wanted to hear, e.g. business leaders were convinced of the Nazis’ hatred of communists
- They had continual success in elections from 1930, when they won 107 seats in the Reichstag until July 1932, when they became the largest party in the Reichstag by winning 230 seats
- Hitler was offered the position of Vice-Chancellor by President Hindenburg in July 1932, but he turned this down, arguing that he should be Chancellor as the Nazis were the largest party
- He then made a deal whereby he would become Chancellor with Von Papen as Vice-Chancellor. Hindenburg agreed with this and therefore Hitler became Chancellor of Germany on 30 January 1933.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** actions taken by the Nazis to help them gain control over the churches in Germany between 1933 and 1939.

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

Award [0] for responses not worthy of credit.

Any **two** actions:

- They signed a Concordat with the Catholic Church, meaning that the Church would stay out of politics
- The Nazis promised to let Catholic services, youth groups and schools continue to operate
- The Reich Church, led by Ludwig Müller, was established to control all Protestant churches
- The German Faith Movement was set up. This was a Nazi Church based on pagan beliefs
- Church leaders who did not co-operate with Nazi policies were often put in concentration camps, e.g. Martin Niemöller of the Confessional Church
- The Concordat began to break down in 1936 and the Nazis started targeting Catholic youth groups and schools.

Any other valid point

[2]

- (b) How did the Nazis try to reduce unemployment in Germany between 1933 and 1939?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- Rearmament created jobs in the army and in industries producing weapons and ammunition
- New factories were set up to produce ersatz products

- Conscription was introduced, providing jobs in the army. The army grew from having 100,000 members in 1933 to 1.4 million by 1939
- The RAD was set up for 18-25 year old men. They carried out public work schemes such as planting trees and building motorways in return for expenses and pocket money
- Professional women and Jews were sacked from their jobs and not recorded on the unemployment register.

Any other valid point

[5]

- (c) In what ways did Hitler and the Nazis have an impact on the lives of young people in Germany between 1933 and 1939?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- Youth groups were established to control the leisure time of young people. By 1936 more than 6 million young people had joined one of these
- Boys were taught to fire a gun and to march in the Hitler Youth
- The League of German Maidens taught girls how to look after a home and about bringing up children
- There was an emphasis on physical fitness for boys to prepare them for life in the army and for girls to prepare them for childbirth
- School subjects were altered. Religion was not taught but there was an emphasis on PE, History, Race Studies and Biology. By 1936, 2 hours a day were devoted to PE
- Girls were taught needlework and Home Economics
- Teachers had to belong to Nazi Teachers' League and had to promote Nazism at all times. 97% of teachers complied with this
- Order Castles and Adolf Hitler Schools were established for the most talented students to train future leaders.

Any other valid point

[6]

(d) Explain how the Nazis tried to control the German people from 1933 to 1939. In your answer refer to the guidelines and use other relevant knowledge.

- The Gestapo and the SS
- Censorship and propaganda.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

The Gestapo and the SS

- After January 1933, the SS grew from being Hitler's personal bodyguard service to being a powerful police force which enforced Nazi laws and ran concentration camps
- The SS was led by Heinrich Himmler and held the power to arrest, detain and execute those suspected of acting against the state
- During the Night of the Long Knives the SS were sent to kill 200 SA members, including their leader, Ernst Röhm whom Hitler believed was getting too powerful
- Concentration camps were set up to punish 'enemies of the state'
- The Gestapo was set up as a secret police force in Germany. They listened to telephone conversations, intercepted letters and encouraged informers, in order to eliminate opposition to the Nazi state.

Censorship and propaganda

- The Ministry of Propaganda and Enlightenment, headed by Joseph Goebbels, controlled what could be printed in newspapers
- Propaganda films were made by the Nazis and shown in cinemas. Customers were not allowed to watch only the feature film – they had to be there for the whole show. Feature films such as 'Triumph of the Will' were used to promote the Nazi regime

- Parades and rallies, such as Nuremberg, were held at different stages of the year to glorify Germany, Hitler himself or important anniversaries, e.g. Hitler's Birthday
- Foreign radio stations could not be picked up and many pro-Nazi radio broadcasts were made. The 'People's Receiver' was created so that people could buy their own sets and listen to official broadcasts at home. It could only receive one station. Loudspeakers were put up in public places such as so that everyone could listen. Radio wardens were employed to ensure that everyone listened to important speeches
- Listening to foreign radio stations was banned
- Books that were deemed unsuitable by the Nazis were burned and an exhibition of degenerate art was held to demonstrate Hitler's dislike of modern art.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

(a) Give **two** reasons for the German invasion of the USSR in 1941.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** reasons:

- The USSR could provide lebensraum for Germans
- It had a lot of natural resources such as oil which could help the German Empire that Hitler wanted to create be self-sufficient
- Hitler hated communism and wanted to destroy it in the USSR
- He viewed the Slavic people who lived in Western Russia as an inferior race.

Any other valid point [2]

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

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- Hitler sent 22,000 police and 15,000 soldiers into the Rhineland in 1936
- Hitler moved very cautiously. He only sent 3,000 men towards the border with France and the troops had orders to turn back if they were confronted
- Britain was sympathetic to Germany’s claim that the Treaty of Versailles was too harsh. It was also in disagreement with France about how to deal with Mussolini’s invasion of Abyssinia
- France was too weak to take action without Britain’s help. It had cut its military spending and the government was in the middle of an election campaign
- The policy of appeasement followed by Britain and France allowed Hitler to remilitarise the Rhineland.

Any other valid point [5]

(c) How was Germany able to unite with Austria by 1938?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- The Nazis had made a previous attempt to gain control of Austria in 1934 when Chancellor Dollfuss was assassinated. On this occasion Mussolini had moved his troops to the Italian border with Austria, ready to respond if the Nazis went into the country
 - By 1938 Germany and Italy were allies as they had signed the Rome-Berlin Axis, so Hitler felt confident about taking over Austria with no opposition
 - Austrian Nazis began to put pressure on the government to unite with Germany. The Chancellor, Schuschnigg, asked for foreign help to withstand this pressure but none came
 - Hitler forced Schuschnigg to appoint the Austrian Nazi leader Seyss-Inquart as Minister of the Interior and to agree military and economic policy with Germany
 - Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and he was forced to resign
 - Seyss-Inquart, the new Austrian Chancellor invited German troops into the country to restore order
 - A plebiscite was held in which 99.7% of people voted for the Anschluss.
- Any other valid point [6]

(d) Explain how the Nazis increased their control over Czechoslovakia and Poland in 1938 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- The Munich Conference and the effects of appeasement
- Czechoslovakia and Poland.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

The Munich Conference and the effects of appeasement

- The Sudetenland was a part of Czechoslovakia that bordered Germany. Nazis who lived there were directed by their leader, Henlein, to stir up trouble. They 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, met Hitler 3 times to try to avert war. Hitler raised his claim to all of the Sudetenland and there were worries that war would break out after all
- However, Britain was following a policy of appeasement at this time. At a conference held in Munich in September 1938, Chamberlain, along with Daladier, the French leader and Mussolini, the Italian leader agreed to give Hitler all of the Sudetenland. This was known as the Munich Agreement. Czechoslovakia was not consulted.

Czechoslovakia and Poland

- As a result of Germany annexing the Sudetenland, Czechoslovakia had lost all its defences to the north. Hitler was able to invade the rest of Czechoslovakia easily
- President Hacha went to Berlin to meet Hitler, where he was pressurised into agreeing to split the country in two. Hitler then took Bohemia and Moravia before moving on to Slovakia. This was the first time Hitler had taken over territory that had never been German
- Although Hitler had broken the Munich Agreement, Britain and France still did not stop him. They did give a guarantee to Poland, however, promising to step in if it was invaded
- In August 1939, Hitler and Stalin signed the Nazi-Soviet Pact. A secret clause in this agreement divided Poland between Germany and the USSR
- On 1 September 1939 Hitler invaded Poland and successfully used Blitzkrieg methods to take over the country

- Although Britain and France declared war on Germany, they did little to help Poland.

Any other valid point

[12]

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) Give **two** events in Petrograd in February 1917 that led to the abdication of Tsar Nicholas II.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** events:

- A series of strikes in Petrograd, especially the Putilov steel factory, brought Petrograd to a standstill
- On International Women's Day, 23 February thousands of women joined the strikers demanding food and an end to the war
- Soldiers of the Petrograd Garrison refused to obey orders to fire on the demonstrators
- The 4th Duma led by Rodzianko urged the Tsar to give concessions. Nicholas ordered the Duma to dissolve. An unofficial Duma 'Provisional Committee' refused to obey this order.

Any other valid point [2]

- (b) How did the June Offensive and the Kornilov Revolt of August 1917 affect the Provisional Government in Russia?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- The June Offensive against Germany failed with over 400,000 deaths. It undermined the credibility of the Provisional Government's policy of supporting the war. It significantly undermined morale and desertion from the army increased
- It increased the unpopularity of the Provisional Government and led to the July Days. The Provisional Government retained enough support

- and loyalty from the army to crush the unrest in Petrograd
- Kerensky replaced Prince Lvov as Prime Minister and attempted to reassert the authority of the Provisional Government
- The Kornilov Revolt had important effects on the fortunes of the Provisional Government. General Kornilov, appointed after the July Days wanted to restore discipline in the army and remove the influence of the Bolsheviks. Kerensky, however, feared that he wanted to overthrow the Provisional Government
- Kerensky was forced to release and give weapons to the Bolshevik Red Guard to defend Petrograd. The Kornilov Revolt failed and the Bolsheviks, now armed, claimed credit for saving Petrograd. Kerensky and the Provisional Government were isolated.

Any other valid point [5]

- (c) How did Lenin increase support for the Bolsheviks between February and October 1917?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- Lenin's April Theses with the key slogan 'Peace, Bread and Land' aimed to win the support of soldiers, workers and peasants
- Lenin wanted to gain control of the soviets to legitimise his seizure of power. Lenin's slogan was 'All Power to the Soviets'. In September 1917 the Bolsheviks controlled the Petrograd Soviet
- Lenin criticised other revolutionary groups, the Mensheviks and SRs, for supporting the war and cooperating with the Provisional Government. The Bolsheviks were the only revolutionary group to consistently oppose the Provisional Government. This was effective as the war went badly and economic hardship increased
- Lenin played an important role in the timing of the October Revolution. Lenin, in exile in Finland, used all his powers of argument to persuade a reluctant Bolshevik leadership to overthrow the Provisional Government before elections to the Constituent Assembly in November and meeting of the All Russian Council of Soviets in late October.

Any other valid point [6]

(d) Explain how Russia's involvement in World War One affected the government of Russia and the lives of the Russian people by February 1917. In your answer refer to the bullet points and use other relevant knowledge.

- The roles of Tsar Nicholas II and Tsarina Alexandra
- The lives of the peasants and city workers.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

The roles of Tsar Nicholas II and Tsarina Alexandra

- In 1914 there was much enthusiasm for war in Russia and many expected the Tsar to lead Russia to victory. Russian defeats at Tannenberg and the Masurian Lakes in 1914 highlighted weaknesses in the quality of military leadership. Nicholas made himself Commander-in-Chief of the Russian army in August 1915. This was a mistake as he was indecisive and lacked leadership skills. Nicholas was now personally responsible for Russia's performance in the war
- Nicholas left Petrograd and went to army headquarters at Mogilev. This was a mistake because Nicholas left control of the government to Tsarina Alexandra
- In 1915 Nicholas rejected an offer from the Progressive Bloc, representing most of the 4th Duma, to create a government of national unity to co-ordinate Russia's war effort
- Alexandra's German background increased distrust. She also displayed little political skill. Alexandra supported autocracy and refused to cooperate with the Duma. She sacked 36 government ministers between 1915 and 1916. This 'ministerial leapfrogging' destabilised the government

- The growing influence of Rasputin over Tsarina Alexandra was resented. Many in Russia thought Rasputin had too much influence
- Alexandra’s rule also alienated the nobility, one of the pillars of autocracy which resented being sidelined by Rasputin
- In February 1917 Rodzianko, leader of the 4th Duma warned Nicholas about the worsening situation in Petrograd. Nicholas ignored the Duma’s advice and disbanded it. The Provisional Government emerged out of a defiant group of Duma members which disobeyed the Tsar’s command.

The lives of peasants and city workers

- World War One had a negative effect on the lives of all sections of Russian society. Most of the 13 million men conscripted into the army were peasants and most of the 8 million who were killed, wounded or taken prisoner were peasants. Many families and villages suffered
- Morale decreased and desertion rates increased, especially in 1916 when the Russian Army was termed ‘peasants in uniform’
- War had a major impact on the production and distribution of food. Horses were seized for the war effort. Agricultural production decreased by 15% as women and the old were left to do the farm work. As inflation increased, peasants resented having their food seized to feed the army. Many peasants hoarded food in the hope of gaining higher prices
- The number of workers in cities increased from 22 million to 28 million. Workers in munitions factories worked long hours and were subject to strict discipline
- By 1916 there was a decline in living standards due to inflation. Wages failed to keep up with inflation which was 400% by the end of 1916
- By the end of 1916 grain-growing areas had a glut of wheat while cities, especially Moscow and Petrograd experienced shortages. Petrograd and Moscow received only half their food and one-third fuel requirements in early 1917. Some factories were forced to close which resulted in increased unemployment and hardship
- Food queues became common in Petrograd. Thousands were unemployed, cold and hungry. Food and fuel shortages affected the morale of workers and led to an increase in strikes.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** effects of the Treaty of Brest-Litovsk on Russia.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** effects:

- The Treaty of Brest-Litovsk removed Russia from World War One
- The terms of the treaty were very severe. Russia lost 45 million people and 1/3 of its farmland
- Russia had to pay Germany 3 billion roubles in compensation
- The Treaty of Brest-Litovsk was very unpopular and speeded up armed resistance against the Bolsheviks. It was an important cause of the Russian Civil War in 1918.

Any other valid point [2]

- (b) How were the lives of peasants affected by War Communism between 1918 and 1921?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- Lenin sent Cheka requisition squads to seize food from the peasants to feed the workers and the Red Army. Peasants tried to hide their food and animals. Those found hoarding food were severely punished
- Peasants produced less grain because they thought that it would be taken off them. The grain harvests in 1920-21 were less than half that of 1913
- Five million people died in the terrible famine in 1920-21. Rampant inflation and food shortages led to bartering in order to survive. By 1921 the Civil War was won but War Communism was very unpopular with the peasants
- A series of peasant rebellions against the Bolsheviks in 1920 threatened

Bolshevik control. The most serious in Tambov Province in 1920–1921 took months to defeat.

Any other valid point [5]

- (c) How did the New Economic Policy (NEP) change industry and agriculture in Russia between 1921 and 1924?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- Under the New Economic Policy (NEP) the state controlled large industries, e.g. coal and steel. Lenin called these ‘the Commanding Heights’ of industry and employed 85% of workers in 1923
- Small firms employing less than 10 workers were allowed to be privately owned
- The new rouble was introduced which brought economic stability to Russia. It ended inflation and allowed trade and private industry to grow
- Peasants had to pay reduced quotas of food to the state and Cheka-led seizures of food ended. Peasants too increased production and grain production increased from 37 million to 51 million tons by 1924
- A small group of peasants prospered under the NEP and were called kulaks. They bought up land and animals and employed poorer peasants to work for them
- Agricultural production increased faster than industrial production and peasants were unable to afford the inflated prices of scarce machinery. This led to the ‘Scissors Crisis’ which lasted until 1923.

Any other valid point [6]

- (d) Explain how the Red Army defeated the White Armies in the Civil War in Russia between 1918 and 1921. In your answer refer to the bullet points and use other relevant knowledge.

- Actions of the Red Army
- Weaknesses of the White Armies.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

Actions of the Red Army

- The Red Army occupied the central area of Russia which contained the most industrially-developed areas. The Red Army had access to weapons and war supplies unavailable to the Whites. Russia's railway system was centred on Moscow, making it easier for the Bolsheviks to deal with attacks from the Whites
- Trotsky was a ruthless and effective military leader and turned the inexperienced Red Army into a disciplined, well-led and effective fighting force. He visited the troops at the front in a special train and made rousing speeches
- The Cheka organised the Red Terror which was important in keeping control during the Civil War. This helped increase the size of the Red Army to 5 million. The families of 22,000 former Tsarist officers were held hostage to ensure they provided leadership for the Red Army. Over 20,000 opponents were shot by Cheka squads, including Tsar Nicholas II and his family in July 1918
- Lenin organised War Communism to ensure that industry and agriculture in the Bolshevik controlled areas was geared to supply the Red Army. The Cheka seized grain from the peasants. In factories the workers had to work long hours to ensure that weapons and equipment were sent to the Red Army.

Weaknesses of the White Armies

- The White Armies were divided and consisted of an uncoordinated collection of groups with very different aims, united only by dislike of the Bolsheviks. Right-wing groups wanted a return of the Tsar; the SRs wanted the Constituent Assembly; foreign armies wanted Russia

to enter the war and national groups, e.g. the Ukrainians wanted independence

- The White Armies were small, had no command structure and their leadership was divided and weak. They controlled the outlying areas which were sparsely populated. The White Army comprised only $\frac{1}{3}$ million. There were few factories making weapons in the areas controlled by the White Army. A poor railway network prevented a coordinated attack by different groups. Thus the Reds were able to pick off the White Armies one by one
- The White Armies treated the peasants and workers very harshly in the areas they controlled. There were anti-Jewish pogroms and ethnic fighting in the Cossack controlled areas. General Denikin alienated the peasants by supporting the return of their land to the landlords. Admiral Kolchak who led the White Army in the East attacked his SR supporters in this area
- Foreign armies supplied weapons and money to the Whites to encourage Russia to re-enter World War One. The White Armies often sold these weapons and supplies on the 'black market'. Bolshevik propaganda portrayed the Whites as disloyal and the Red Army as patriotic against foreign invaders.

Any other valid point

[12]

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) Give **two** effects of the Five Year Plans on industry in the USSR between 1928 and 1939.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** effects:

- Three Five Year Plans between 1928 and 1941 set ambitious production targets for all factories and industries in order to drive up industrial production
- The Five Year Plans resulted in the development of new industries in the remote resource-rich areas east of the Ural Mountains. Over 100 new industrial towns, for example, Magnitogorsk and Gorki were built
- Foreign companies and specialist workers contributed to the Five Year Plans. Foreign experts supervised projects such as the building of the Dnieper Dam. Specialist managers were put in charge of state-run factories
- Industrial production increased, e.g. coal production increased from 35 million to 166 million tons and steel increased from 4 million to 18 million tons from 1928 to 1940. The second Five Year Plan led to significant growth in the metal and chemical industries and the third Five Year Plan focused on production of armaments
- An elite group of skilled workers emerged with over 250,000 engineering graduates between 1928 and 1940.

Any other valid point [2]

- (b) How did the Nazi-Soviet Pact affect relations between the USSR and Germany between 1939 and 1941?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- The Nazi-Soviet Pact, August 1939, improved relations between the USSR and Germany but Stalin and Hitler had cynical motives in signing this agreement. A secret clause in the treaty gave Eastern Poland to the USSR and future spheres of influence were defined. In September 1939 both the USSR and Germany invaded Poland
- Hitler's long-term aim was to invade and occupy Slav lands in the USSR. This was central to the policy of lebensraum. This was put on hold because of the Nazi-Soviet Pact
- By 1941 Germany had control of most of Western Europe. Hitler was now stronger and did not have to face the prospect of war on two fronts
- Operation Barbarossa was planned on a huge scale. The rich farmland and resources of the USSR were needed by Hitler to provide resources for his empire. In June 1941 Germany launched a three-pronged invasion of the USSR
- The Russian army leadership was badly hit by the purges. The Nazi-Soviet Pact gave Stalin two years to prepare for a German invasion. Stalin was able to build up economically and militarily for the German invasion.

Any other valid point

[5]

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

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- The kulaks were the main victims of Collectivisation. Stalin blamed them for food shortages and hoarding. Under Collectivisation individual farms were taken from the peasants and turned into state-owned collective farms each comprising 50 to 100 households. 99% of farms were collectivised by 1939
- State officials collected high quotas of grain and animals from the peasants who received wages and a limited amount of food. Motor Tractor Stations organised the supply of machinery and seeds to the

- peasants who were now state employees
 - Kulaks suffered terribly because they resisted enforced Collectivisation. They killed livestock and refused to plant crops. Between 1929 and 1933, the number of cattle decreased from 70 million in 1928 to 38 million in 1933 and half of all horses, vital for agricultural work were killed
 - Millions of peasants fled the countryside to become industrial workers in the new industries of the Five Year Plans
 - Over 5 million kulaks were killed or sent to labour camps and in the Ukraine up to 5 million died in the famine between 1932 and 1934
 - Peasants refused to cooperate with Collectivisation and agricultural production remained low in the 1930s. There was no incentive for peasants to work hard
 - Peasants were able to keep a small private plot and some animals. These individual private plots provided the only way that peasants could earn money for themselves. They proved very successful and accounted for over 70% of all meat and milk produced in the 1930s.
- Any other valid point [6]

(d) Explain how Stalin increased his power in the USSR between 1924 and 1939. In your answer refer to the bullet points and use other relevant knowledge.

- The struggle for power, 1924–1929
- Terror and propaganda in the 1930s.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

The struggle for power, 1924–1929

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

Terror and propaganda in the 1930s

- Stalin used terror to deal with political opposition. Kirov, the Leningrad party leader was killed in 1934. The Great Purges between 1934 and 1938 removed most of the middle and upper layers of the communist party. One-fifth of all members of the Communist Party were expelled or killed in the 1930s
- 'Show Trials' were used to remove the leading members of the Communist Party, for example, Zinoviev and Bukharin. They made public confessions to outrageous crimes and were sentenced to death
- In 1938 and 1939 there were purges of the army, navy and air force and even the NKVD itself with the execution of its leader Yagoda
- A climate of fear and suspicion existed in the USSR in the 1930s, known as the Great Terror. The NKVD or secret police sent up to 20 million Russians to labour camps or gulags which were set up in remote areas such as Siberia
- Propaganda was used to promote the image of Stalin as the saviour of the USSR. The Cult of Personality was developed in the 1930s. Paintings, sculpture and poems glorified Stalin. He was depicted as having played a central role in the modernisation of the USSR in the Five Year Plans and as World War Two approached, Stalin became the all-powerful leader.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** effects of jazz music on the lives of Americans in the USA in the 1920s.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** effects:

- Jazz music became very popular among young people and became an important part of the social life of young people. New daring dances like the Charleston and Black Bottom based on jazz music became popular
- Jazz music was linked to the speakeasies. Drinking alcohol and dancing became a popular part of social lives of young people
- The influence of jazz on the morals of young people were criticised by churches and conservative groups
- Black musicians benefited. Jazz bands such as Louis Armstrong's Hot Five and musicians such as Fats Waller made big profits from live performances and records of their music.

Any other valid point [2]

- (b) How did the motor car industry affect the American economy in the 1920s?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- The car industry was the largest of the new industries in the USA in the 1920s. One in seven workers in the USA worked in the car industry
- The motor car industry pioneered mass production techniques. In Henry Ford's factories, assembly line work was carefully planned and each worker had a specialised task in the process. The production of a car was divided into 45 different parts

- The use of the conveyor belt speeded up production. The giant Ford factory in Detroit made one car every 10 seconds. As a result, Ford reduced the cost of a car to \$295 and still became very rich. Workers in Ford’s factories were well paid at \$5 per day
 - The car industry led to the development of ancillary industries such as glass, rubber, steel and oil. The development of the road network provided employment in construction
 - The car gave people the option of moving out of the centre of towns and led to the development of house building in the suburbs.
- Any other valid point [5]

(c) In what ways did Black Americans face hostility in the USA in the 1920s?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- State governments in the Southern States used the Jim Crow Laws to ensure that the Black Americans did not have equal civil rights. The principle behind the Jim Crow Laws was segregation. Black Americans were denied equality in education, housing and access to the law and public amenities such as swimming pools, parks and libraries
- Black Americans found it difficult to vote in the Southern States. The Literacy Act disadvantaged Black Americans and the Grandfather Clause prevented anyone whose grandfather was a slave from voting
- The Ku Klux Klan had 5 million members in 1925 and used violence and intimidation to ensure the supremacy of the WASPs. Its members tried to prevent Black Americans from voting or buying property. Over 400 Blacks were illegally killed or lynched by the KKK in the 1920s. The most famous example was the Marion lynching
- Black Americans were mainly sharecroppers or labourers and did not share in the economic prosperity of the 1920s. The decline in demand for cotton affected Black Americans and over 750,000 Black farm labourers lost their jobs. During the 1920s thousands of Black Americans migrated to find work in the northern cities where they faced discrimination and many lived in ghettos. There were race riots in

- Chicago in 1920
 - Very few Black Americans got skilled jobs in car factories; most had low-skill menial jobs such as domestic servants.
- Any other valid point [6]

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

- Support for and opposition to the introduction of Prohibition
- Support for and opposition to the enforcement of Prohibition in the 1920s.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

Support for and opposition to the introduction of Prohibition

- WASPs, mainly in the Southern States supported Prohibition. The Anti-Saloon League and the Women’s Christian and Temperance Union were pressure groups that campaigned for the banning of alcohol and welcomed Prohibition
- Fundamentalist Christians supported Prohibition. Preachers such as Billy Sunday preached that alcohol was sinful and the cause of crime
- The brewing industry in USA was controlled by Germans. Prohibition was welcomed by some Americans as a way of showing patriotism against immigrant groups, especially from Germany, USA’s enemy in World War One
- Medical evidence of the harm that alcohol caused convinced many to support prohibition. Reports linked alcohol to liver and heart disease and alcohol was shown to be harmful to pregnant women
- Saloon owners and brewers opposed Prohibition. They feared the loss

of their businesses and livelihoods

- Non-WASPs, especially in the northern states, resented the loss of freedom of choice to buy and drink alcohol. They believed that in a democracy they were entitled to decide whether or not to drink alcohol
- Many immigrants used alcohol as an important aspect of social life. Immigrant groups opposed the introduction of Prohibition in 1920
- The 1920s was a decade of social change, especially among the young. It was the decade of the cinema and jazz music. Many young people, e.g. the Flappers were rebelling against the constraints of their parents. Drinking alcohol became an aspect of their protest.

Support for and opposition to the enforcement of Prohibition in the 1920s

- Prohibition was supported by conservative groups, mainly in the Southern States. However, this ‘noble experiment’ did not have widespread support and was impossible to enforce
- Only 2,300 Prohibition agents were employed to enforce the law. They were badly paid and the area they had to patrol was too large. 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 where illegal alcohol was served. 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
- The Mafia, led by Al Capone opposed the enforcement of Prohibition. They controlled bootlegging or the illegal import of alcohol from Canada and the West Indies
- Corruption and violence made it difficult to enforce Prohibition. 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

[12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** actions taken by President Hoover to deal with the effects of the Great Depression between 1929 and 1932.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** actions:

- Policy of Voluntarism – employers were encouraged not to sack workers or reduce wages. However, unemployment increased from 1.5 million in 1929 to 14 million in 1932
- In 1931 Hoover spent \$423 million on a building programme that provided jobs, e.g. the Hoover Dam project on the Colorado River
- In 1931 Hoover reversed his laissez-faire policy and set up the Reconstruction Finance Corporation. The federal government lent \$1,500 million to businesses and banks in difficulty
- In 1929 Hoover set up the Farm Board to buy surplus produce and help increase food prices for farmers. However, its budget was only \$500 million
- In 1930 the Hawley-Smoot Act increased tariffs by 50% to protect USA industry and agriculture.

Any other valid point [2]

- (b) How did the Great Depression affect agriculture and the lives of farmers in the Midwest of the USA by 1932?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- Farmers had missed out on the economic boom of the 1920s as grain and meat prices continued to fall. Over production and under consumption meant that food prices continued to decline. The price of

- wheat decreased from 103c per ton in 1929 to 38c per ton in 1933
 - Farm income fell from \$13 billion in 1929 to \$7 billion in 1932. 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. Thousands of farmers were evicted from their farms by banks
 - In the Midwest the position of farmers was made more difficult by the Dust Bowl. Drought and over-cropped soil led to dust storms ruining about 30 million acres of previously fertile land
 - Thousands of farmers from Oklahoma and Arkansas were forced to migrate west to California in search of a new life as farm labourers.
- Any other valid point [5]

(c) How were the lives of the unemployed in the USA affected by the Great Depression by 1932?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- 14 million or 25% of the workforce were unemployed by 1933. There was no unemployment benefit and the unemployed endured great hardship and poverty during the Depression
 - Thousands of people queued in breadlines for free bread and soup from private charities such as the Salvation Army. Thousands went hungry and one-third of all children in New York were malnourished
 - Over 250,000 Americans were unable to pay their mortgages by 1932. Many were evicted and moved to shanty towns consisting of cardboard and tin huts sarcastically called Hoovervilles which were situated at the edge of most cities
 - Many unemployed tramped the streets looking for casual work. Two million hobos travelled illegally on freight trains all over the USA in search of seasonal work. Some tried menial jobs to make a living, e.g. selling coal and apples. There were 6,000 apple sellers in New York in 1932
 - Some resorted to petty crime, begging and even prostitution. The suicide rate increased to 30,000 in 1932 as people lost hope.
- Any other valid point [6]

(d) Explain why the Wall Street Crash occurred in October 1929. In your answer refer to the bullet points and use other relevant knowledge.

- Government policies and weaknesses of the American economy in the 1920s
- Problems with share dealing and banks.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

Government policies and weaknesses of the American economy in the 1920s

- The Republican governments in the 1920s lowered taxes which encouraged businessmen to invest in American goods. Government policies encouraged the economic boom and worsened some of the problems in the economy
- The economic boom of the 1920s was based on luxury goods such as cars and consumer goods. The government policy of imposing tariffs (Fordney McCumber laws) caused problems for exports as other countries retaliated against exports from the USA
- Significant sectors of American society missed out on the boom and were not able to afford the new products that sustained the boom
- Farmers were the largest group not to share in the economic boom. Tariffs and overproduction led to excess food production and a fall in prices. Over 50% of Americans lived in rural areas and 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
- Workers in 'old industries' did not share in the economic boom, for example, textile workers and coal miners. Workers in construction, mainly immigrants, also missed out on the boom
- The dangers of the unequal division of wealth, the impact of tariffs on exports and a limited market in the USA for the products of the new industries were key weaknesses in the American economy not realised by share speculators.

Problems with share dealing and banks

- New industries especially the car industry, consumer goods and the oil and chemical industries prospered during the 1920s and business profits increased. The value of company shares in the New York Stock Exchange increased to reflect rising company profits
- From 1925 onwards more people began to speculate or invest in companies for short-term profit. A share-buying craze began in 1927. Between 1927 and 1929 over one million Americans became share speculators. This pushed the value of shares far higher than company profits, e.g. Radio Corporation of America shares increased from 94c in March 1928 to 505c in September 1929
- Speculators bought shares "on the margin" with borrowed money. Speculators could borrow 90% of the share price from the banks and sell the shares later at a profit. This system could only continue if share prices kept increasing. These small investors could not pay back loans to the banks if share prices fell
- The lack of regulation in the banking system before 1929 also contributed to share speculation and 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 contributed to the Wall Street Crash by putting pressure on speculators which led to panic selling of shares
- The lack of confidence and pressure from the banks led to panic selling of shares. Attempts by leading stockbrokers to stabilise the market failed. On Black Thursday, 24 October 1929 nearly 13 million shares were sold and the prices collapsed. On Tuesday 29 October panic selling peaked with over 16 million shares sold. The Wall Street Stock Exchange went into free fall and thousands of investors lost millions of dollars.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

9 This question is about Roosevelt and the New Deal.

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

- Big Business
- Dr Francis Townsend.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

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

Big Business

- Business leaders disliked Roosevelt’s support for workers’ rights. They disliked the Wagner Act which recognised the rights of trade unions and increased wages
- Big business disliked the National Recovery Administration and its regulatory codes. They disliked having to pay social security contributions for sick workers
- Most businessmen supported the Republican Party and its policy of no interference in the economy by the federal government

Dr Francis Townsend

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

Any other valid point [2]

(b) How did the Supreme Court oppose the New Deal?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- The Supreme Court caused problems by declaring that parts of the New Deal did not agree with the American Constitution and that President Roosevelt was exceeding his powers
- In 1935 the Supreme Court found the National Recovery Administration (NRA) codes unconstitutional in the Sick Chickens case. The Supreme Court ruled that the NRA had no right to take the Schechter brothers to court for breaking the NRA codes. This was the responsibility of the state governments
- In 1936 the Supreme Court declared 16 codes of the Agricultural Adjustment Administration (AAA) unconstitutional. The AAA gave loans to farmers to plough up land and kill animals. The Supreme Court ruled that these loans could only be made by state governments
- Roosevelt failed in his attempt to pack the Supreme Court with his supporters in 1937. Many Americans thought that he was exceeding his powers. After this, however, the Supreme Court accepted most parts of the AAA and the NRA.

Any other valid point [5]

- (c) How did the New Deal agencies help the unemployed in the USA between 1933 and 1939?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- 13 million Americans were unemployed in 1933. Roosevelt called unemployment ‘the subtle destroyer of the human soul’ and promised to make reducing unemployment a main priority of the New Deal. However, unemployment proved a stubborn problem and by 1939, 17% of the American workforce was unemployed
- The Civilian Works Administration (CWA) was introduced in 1933 when unemployment was at its highest. The CWA provided emergency employment for four million people in the winter of 1933–1934
- The Public Works Administration (PWA) was a key agency providing work schemes for skilled workers, e.g. electricians and engineers. It

was led by Harold Ickes and spent \$7 billion on public work schemes between 1933 and 1939. The PWA built 70% of America’s schools and 35% of America’s hospitals

- The Works Progress Administration (WPA) led by Harold Hopkins provided over 2 million jobs each year. It had a much wider range of projects, e.g. work for photographers, actors and painters. By 1937 over 20% of American workers were employed on WPA schemes. It was criticised for creating ‘Boondoggles’ or jobs of limited economic value
- The Civilian Conservation Corps (CCC) provided work on environmental and conservation work for up to 2.5 million young men under 23. They were given free food, \$1 per day and lived in 13,000 CCC camps all over the USA
- The Tennessee Valley Authority (TVA) provided thousands of jobs building dams and power stations in the Tennessee Valley. This agency revived industry in a poverty-stricken part of the USA
- The PWA and the WPA provided employment schemes and gave the unemployed skills and self confidence. They also provided an improved infrastructure by building hospitals, schools and communications which improved overall quality of life.

Any other valid point [6]

(d) Explain how the New Deal agencies affected agriculture and the lives of people living in the countryside by 1939. In your answer refer to the bullet points and use other relevant knowledge.

- The Agricultural Adjustment Administration (AAA)
- The Tennessee Valley Authority (TVA) and the Civilian Conservation Corps (CCC).

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

The Agricultural Adjustment Administration (AAA)

- The New Deal aimed to improve agriculture by increasing farm prices and the incomes of farmers. The Agricultural Adjustment Administration (AAA) was set up to deal with the problems of over-supply and low prices
- The AAA compensated farmers who reduced the amount of crops sown and animals bred. Six million piglets were killed and ten million acres of cotton were ploughed up. By 1939 food prices increased and farm income doubled
- The AAA did not help the farm labourers and sharecroppers. Many were evicted as farmers bought machinery with government loans
- The Farm Credit Administration (FCA) provided funds at low interest to farmers to help them pay off their debt and prevent evictions. 20% of farmers used FCA funds and farm debt was halved by 1939
- Farmers and sharecroppers in the Midwest experienced a severe drought between 1932 and 1936 and did not benefit from the New Deal. Over one million farmers and farm labourers in the Dust Bowl migrated west in search of land and work in the fruit-growing areas, especially California. Many were forced to take poorly paid menial jobs and live in overcrowded camps. The Resettlement Administration gave money to 650,000 families but for many it was too little too late.

The Tennessee Valley Authority (TVA) and the Civilian Conservation Corps (CCC)

- The Tennessee Valley Authority (TVA) was set up in 1933 to improve agriculture in the Tennessee Valley. The TVA built 21 dams on the Tennessee River to control water flow and made an area of 40,000 square miles productive again. Flooding and soil erosion stopped and agriculture was regenerated
- The Tennessee Valley Authority (TVA) built hydro-electric power stations providing cheap electricity for this area. Industries such as light engineering industries moved into the area to take advantage of cheap power. New industries such as chemicals, paper mills, food processing plants and car factories provided employment opportunities
- A new 650 mile waterway linked the major river systems to give easy access to the area and promoted tourism
- The Civilian Conservation Corps (CCC) offered work to men aged between 18 and 25 in projects to plant trees to prevent soil erosion. More than 500,000 young men worked in these camps by 1935. They built more than 30,000 wild life shelters which benefited the countryside
- The Rural Electrification Administration (REA) gave farmers money to increase electricity supply. In 1930, only 10% of farmers had electricity supply. By 1939, with the help of government loans, 40% of farmers had electricity. This improved the quality of life of farmers.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

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) Give **two** ways in which the government of Northern Ireland responded to the threat of war between 1938 and September 1939.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** ways:

- Complacency due to the view that Northern Ireland would not be a target for attack
- Emergency legislation was passed, e.g. Air Raid Precaution Act
- There was an increase in arms production
- In 1938, the production of anti-aircraft shells began
- Large orders were placed for service uniforms, tents and bedding material
- The Northern Ireland government wanted conscription to apply to Northern Ireland.

Any other valid point

[2]

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

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- The Trade War between Britain and Éire came to an end – but this did not apply to cross border trade which was subject to a long-running

boycott

- There was a removal of special tariffs that had been imposed on Irish and British goods
- Éire paid Britain a lump sum of £10 million in settlement for all claims for land annuities – these were worth an estimated £78 million
- Britain returned all three Treaty Ports, without any specific assurance that Britain would have use of them if there was a war
- The 1938 Agreements were very much in Éire's favour because Chamberlain was trying not to antagonise de Valera with the prospect of war looming with Hitler.

Any other valid point [5]

- (c) How did the Economic War affect Éire and Northern Ireland between 1932 and 1938?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

Éire

- Irish farmers were left with unsaleable stock since the prices of Irish cattle rose in Britain. Since demand fell, cattle prices in Éire fell and many farmers went bankrupt
- Éire was hit badly by coal shortages
- By 1935 Éire was in serious economic difficulties: imports had fallen, but exports had fallen even more and there was a considerable balance of payments problem
- Subsistence farmers in Éire suffered less during this tariff war, and also benefitted from a reduction in their annuity payments.

Northern Ireland

- Cross border trade ceased between Northern Ireland and Éire
- 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 the Irish Free State.

Any other valid point [6]

(d) Explain why and how the Anglo-Irish Treaty was dismantled by 1937. In your answer refer to the bullet points and use other relevant knowledge.

- De Valera's reasons for dismantling the Treaty
- De Valera's actions, 1932–1937.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

De Valera's reasons for dismantling the Treaty

- De Valera had always been an opponent of the 1921 Treaty
- De Valera was a Republican
- He wanted to weaken Éire's links with Great Britain
- De Valera wanted the return of the Treaty Ports
- He wanted to demonstrate Éire's independence
- He wanted to turn Éire into a Republic
- De Valera wanted to change what he believed to be the most unfair parts of the Treaty.

De Valera's actions, 1932–1937

- De Valera abolished the Oath of Allegiance in 1933
- The powers of the Governor General were reduced in 1933 and abolished in 1937
- The External Relations Act 1936 removed the King's authority
- Irish people could no longer use the Privy Council to appeal decisions made by Irish courts
- The Constitution of 1937 changed the name from the Irish Free State to Éire and removed the remaining symbolic links with Britain
- The Head of State was no longer the British monarch but an elected

President who was to be elected every seven years. This was mainly a ceremonial position

- The name of the country became Éire
- Under Article 2, Éire claimed control over all of Ireland, though its laws applied only to the 26 counties.

Any other valid point

[12]

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) Give **two** reasons for the RAF victory in the Battle of Britain, 1940.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** reasons:

- The use of radar enabled the RAF to detect German aircraft
- Hurricanes and Spitfires proved themselves to be effective
- Air defence measures such as barrage balloons and anti-aircraft guns provided additional support to the RAF
- When the RAF bombed Berlin the Luftwaffe switched from daylight attacks on the RAF bases to night attacks on London.

Any other valid point

[2]

- (b) How did blackouts, rationing and evacuation affect the lives of people in Northern Ireland during World War Two?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

Blackouts

- People were not allowed to show light from their windows, so heavy curtains had to be used
- Cars, buses and bicycles could not show anything more than a very dim light
- Blackouts were routinely ignored
- Attempts were made to close cinemas.

Rationing

- By 1941, goods such as fresh meat and dairy produce became more difficult to source, especially in towns

- Goods such as sugar, butter, eggs and later bread were rationed. Imported foods like bananas and oranges were very scarce and regarded as luxuries
- Fuel shortages had an impact on the use of cars so more public transport was used as a result
- For those close to the border, smuggling eased the shortages
- Some bought goods on the black market.

Evacuation

- In July 1940 local evacuation plans were launched - only 7,000 out of a possible 70,000 children were evacuated from Belfast
- John MacDermott, Northern Ireland's Minister of Public Security, organised efforts to evacuate children from Belfast.

Any other valid point [5]

- (c) In what ways were Northern Ireland's industries important during World War Two?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- Harland and Wolff employed 35,000 workers and built 193 war ships and over 500 tanks
- Short and Harland aircraft factory employed 11,000 making in excess of 1,700 war planes and repairing 3,000
- Mackies contributed to munitions production, making 50,000 bayonets, 75 million shells and 180 million bullets
- The linen industry produced 200 million metres of cloth for the armed forces and 30 million shirts were made
- Two million parachutes were also made in the province
- Engineering factories, especially Mackies in Belfast, produced armaments and munitions.

Any other valid point [6]

(d) Explain how the governments and people of Northern Ireland and Éire responded differently to World War Two and its effects. In your answer refer to the bullet points and use other relevant knowledge.

- Conscription and enlistment
- The policy of neutrality.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Conscription and enlistment

- In Northern Ireland there was a variety of different attitudes relating to the issue of conscription and enlistment
- Northern Ireland did not have conscription, but initially there was a high level of recruitment with on average 2,500 new recruits a month joining up
- After initial high levels, enlistment fell quickly and by the end of 1940 600 new recruits were joining up
- The Unionist government wanted to introduce conscription in 1939 to demonstrate Northern Ireland's loyalty to Britain
- Craigavon applied pressure on Chamberlain to extend conscription to Northern Ireland
- Most nationalists did not want to support Britain in war and were opposed to conscription
- Nationalists resented being forced to join the army
- The Catholic bishops and de Valera gave their support to the campaign against conscription. De Valera informed the British Government of his opposition to conscription
- In May 1941 large scale nationalist protests were held in Belfast that showed opposition to conscription

- Close to 40,000 people from Northern Ireland joined up as part of the war effort.

The policy of neutrality

- Éire remained neutral during World War Two
- Éire came under pressure to end its policy of neutrality and enter the war on the allied side
- In a secret deal with de Valera, the RAF was allowed to overfly County Donegal between Belleek and the coast, a move which facilitated the effectiveness of Atlantic patrols
- US aircraft were later allowed to use the air corridor
- De Valera protested at the arrival of US troops in Northern Ireland
- Éire resisted US pressure to end neutrality after the USA entered the war in 1941
- Éire Government confiscated the radio used by the German ambassador in Dublin
- Éire denied the allies use of Irish ports and airfields
- Éire secretly allowed crashed allied airmen to be repatriated, while their German counterparts were interned
- In June 1940 Éire was offered Irish unity in return for their immediate participation in the war
- Éire sent fire engines and help to Belfast during the Belfast Blitz.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** reasons why many people in Northern Ireland supported the introduction of the Welfare State.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** reasons:

- Thousands needed new houses after the war
- Help was needed for post-war reconstruction
- Support for free medical treatment and prescriptions
- The prospect of state aid for family allowance and social security.

Any other valid point

[2]

- (b) In what ways did the Education Act of 1947 change the system of education in Northern Ireland?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- The principle of free education for all was introduced for the first time in Northern Ireland
- Transfer to secondary and grammar schools would now occur at the age of 11 with the introduction of the 11+ examination
- The Minister of Education increased the funding for Catholic voluntary schools to 65%. This was much higher than the level of funding that was available in England at that time
- A number of new secondary schools were built to accommodate the increase in the numbers of students now receiving a free education.

Any other valid point

[5]

- (c) How did nationalists and unionists in Northern Ireland respond to the Declaration of the Republic and the Ireland Act of 1949?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- Unionists saw the declaration as a threat and a general election was called in 1949 to strengthen support for the union
- The Ireland Act guaranteed Northern Ireland's constitutional position within the UK and this reassured unionists
- Unionist satisfaction was reinforced by the royal visit to Belfast in 1949 which symbolised the ties with London
- Nationalists hoped that the constitutional changes of 1949 would accelerate Irish unity but they were disappointed that their request to sit in the Dáil was refused
- Northern nationalists formed the Anti-Partition League that won 11 seats in the 1949 general election
- The League, partly funded by Éire politicians, caused much sectarian tension in Northern Ireland
- Northern nationalists felt more isolated after the 1949 election.

Any other valid point

[6]

- (d) Explain why and how the standard of living in Northern Ireland differed from that in Éire between 1945 and 1949. In your answer refer to the bullet points and use other relevant knowledge.

- The introduction and impact of the Welfare State
- Social and economic problems in Éire.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Little attempt will be made to address

the question asked. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

The introduction and impact of the Welfare State

- The Labour Government in Britain was appreciative of Northern Ireland's strategic importance during the war and was prepared to generously support post-war recovery
- The Welfare State had massive benefits for the people of Northern Ireland, especially as they now enjoyed the same health benefits as the rest of the UK
- Over the next 15 years health standards improved and polio and TB were effectively dealt with
- By 1962 Northern Ireland had the lowest death rate in the UK, having had the worst in 1939
- In Northern Ireland free prescriptions and spectacles were introduced. Significant numbers of people also got free dental treatment
- The Housing Trust was established to build new houses in Northern Ireland
- Social reforms also improved the standard of living for many people in Northern Ireland through the provision of family allowance
- All of the reforms implemented under the Welfare State in Northern Ireland contrasted with the lack of welfare benefit in Éire

Social and economic problems in Éire

- Éire suffered severe economic depression after the war. Prices rose, unemployment and emigration increased
- A wet summer in 1946 followed by a severe winter in 1946-47 led to bread being rationed
- In January 1947 de Valera announced that Éire was still in a state of emergency
- During the severe winter of 1947 Éire experienced severe shortages of coal and some trains had to be temporarily converted to oil burning
- The inability of the government of Éire to offer solutions to the emergency, coupled with the glowing reports coming from England and Northern Ireland, led to the creation of new political parties – for example, Clann na Poblachta (formed in 1946 and led by Sean McBride)
- In 1948 de Valera lost power for the first time since 1932.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

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

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

- (a) Give **two** actions taken by O'Neill to improve the economy of Northern Ireland in the 1960s.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** actions:

- O'Neill invested £900 million in the economy
- He established a new city called Craigavon
- A new university was established at Coleraine
- O'Neill attracted new multinational firms to Northern Ireland.

Any other valid point

[2]

- (b) In what ways did nationalists and unionists respond to O'Neill's Five Point Reform programme?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- Nationalists were disappointed at the failure to make key concessions such as delivering one man one vote and abolishing the B Specials
- NICRA leaders decided to give the reforms a chance, and so called off all further street protests
- The PD was disappointed at the limited nature of O'Neill's reforms
- The reforms caused dismay among unionists. They believed the reforms were concessions to the threat of violence. They felt their position was under threat
- Unionists were angered by a number of the reforms, such as the

replacement of Londonderry Corporation with a Development Commission

- William Craig, Minister for Home Affairs, criticised O'Neill's television appearance which justified his reforms. Craig argued that O'Neill was giving in to British government pressure.

Any other valid point [5]

- (c) How did the Civil Rights movement attempt to gain civil rights for the people of Northern Ireland between 1967 and January 1969?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- There was a housing protest in Caledon Co. Tyrone, led by Nationalist MP Austin Currie in protest at one instance of unfair housing allocation by the Dungannon rural district council
- A NICRA march went from Coalisland to Dungannon August 1968 to highlight the housing situation
- A NICRA march took place in Derry/Londonderry October 1968. This was banned, but went ahead anyway, passing through some Protestant areas. All this led to clashes between the RUC and the marchers, with heavy-handed tactics being used by the police
- Attempts were made to get publicity – the NICRA march in Derry/Londonderry was captured by an RTE television crew
- Marchers carried placards showing their demands; they sang protest songs borrowed from the US civil rights movement
- A PD march from Belfast to Derry/Londonderry took place in January 1969. The PD ignored condemnation from the CRA and nationalist leaders, provoking unionists further by going through a number of Protestant areas
- A NICRA march took place in Newry in 1969.

Any other valid point [6]

(d) Explain how O'Neill attempted to improve relations with nationalists in Northern Ireland and with the Republic of Ireland and why many unionists opposed these attempts. In your answer refer to the bullet points and use other relevant knowledge.

- Actions towards nationalists in Northern Ireland and the Republic of Ireland
- Reasons for unionist opposition.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

Actions towards nationalists in Northern Ireland and the Republic of Ireland

- O'Neill visited Cardinal Conway, the spiritual leader of Ireland's Catholics
- Condolences were sent to the Vatican on the death of Pope John XXIII
- O'Neill visited Catholic schools and hospitals, such as the Mater Hospital and Assumption Grammar School, Ballynahinch
- There was increased financial support to Catholic schools and hospitals
- O'Neill declared the UVF illegal after it murdered 2 Catholics in 1966
- He 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.

Reasons for unionist opposition

- Many unionists had concerns about the Irish Republic's claim under the

1937 Constitution to have authority over “the whole island of Ireland”, in articles 2 and 3

- Concerns about the “special position” of the Catholic Church in the Irish Republic – fears about discrimination in a united Ireland, particularly as a result of the Ne Temere Decree and its possible effects
- O’Neill’s cabinet was angry at not being informed about the visit of Lemass in January 1965. Brian Faulkner condemned the visit
- William Craig, Home Affairs Minister, condemned O’Neill’s television speech after his 5 Point Reform Programme, arguing O’Neill was giving in to pressure from the British government
- Faulkner (Deputy Leader) and another cabinet member resigned after Cameron Commission was established after the Burntollet ambush. He argued that O’Neill was not strong enough to handle the situation
- Chichester-Clark resigned when O’Neill promised to introduce one man one vote, believing that the timing was wrong for this measure.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** unionist responses to Bloody Sunday, 1972.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** responses:

- Unionists regretted the loss of life
- Unionists claimed that the incident was the fault of the civil rights protesters
- The Ulster Vanguard was formed in response to IRA violence after Bloody Sunday.

Any other valid point

[2]

- (b) How did violence increase in Northern Ireland in the summer of 1969?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- Sectarian violence broke out in Belfast in the summer of 1969. Thousands of families (mainly Catholic) were put out of their homes in Belfast. The fighting was particularly fierce in Bombay Street
- Paramilitaries emerged in Belfast – gunfire began to replace stones and petrol bombs there. Seven were killed and about 100 wounded
- The Annual Apprentice Boys Parade in Derry/Londonderry was followed by serious violence. The Battle of the Bogside took place. It lasted for 50 hours and was captured on television
- Violence spread to other provincial towns as the exhausted RUC, which numbered no more than 3,200, was unable to cope with the situation.

Any other valid point

[5]

(c) In what ways did unionists and nationalists respond to the introduction of Direct Rule in 1972?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- A huge demonstration took place at Stormont. An estimated crowd of 100,000 demonstrated in protest against the removal of unionist rule
- A series of strikes and shutdowns organised by the Ulster Vanguard managed to shut down life in Northern Ireland for a two-day period
- There was a spate of sectarian murders by loyalists – especially in Belfast
- Support for strongly unionist parties, like the DUP, increased
- Support for loyalist paramilitaries, like the UDA, increased
- Nationalists were glad to see the end of Stormont. The SDLP welcomed the chance for a new beginning
- The IRA, even though they had achieved one of their aims, stated its opposition to Direct Rule and announced its decision to continue the struggle for a united Ireland.

Any other valid point [6]

(d) Explain how and why relations between nationalists and the British Army changed after August 1969. In your answer refer to the bullet points and use other relevant knowledge.

- Nationalist response to the British Army
- The emergence of the Provisional IRA and internment.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and

include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

Nationalist response to the British Army

- In August 1969, nationalists welcomed British troops at first. In Belfast, troops were initially greeted with tea, cakes and buns by nationalists
- Nationalists in 1969 saw British troops as their protectors
- However, the IRA saw the British army as an occupying force. Nevertheless, while the situation remained calm, they took no action
- Soon, however, the “honeymoon” period came to an end. Catholics began to lose patience with the intrusion of a military presence on their streets
- The Falls Road curfew, July 1970, lasted 34 hours while house-to-house arms searches were carried out. This weakened the good relationship that had existed between the army and the nationalist community. IRA recruitment grew after this.

The emergence of the Provisional IRA and internment

- Taunted by nationalist claims that “IRA = I Ran Away”, a new hardline IRA emerged in the summer of 1969
- This new IRA began to defend nationalist areas in Belfast from attacks by loyalists
- The new IRA, now called the Provisional IRA, set out their aims in April 1970. These included civil rights, the withdrawal of British troops from Ireland and the destruction of the Stormont government
- Internment was introduced in August 1971. Its codename was Operation Demetrius. It relied mainly on outdated information about members of the Official IRA. Since the army helped to carry out internment, its reputation with nationalists suffered
- Internment was seen by nationalists as an abuse of their civil rights. The police had the power to arrest, interrogate and detain without trial. They could act this way against those who were merely suspects
- It was directed against nationalists. The first loyalist was not interned until February 1973.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

15 This question is about the Search for a Solution.

- (a) Give **two** terms of the Sunningdale Agreement, 1973.

Target AO1: Recall of knowledge.

Award [0] for responses not worthy of credit.

Any **two** terms:

- The British government agreed not to oppose a united Ireland if a majority of the Northern Ireland population desired it
- The government of the Republic of Ireland accepted that Irish unity could only ever be achieved with the consent of the majority of the people of Northern Ireland
- A Council of Ireland was set up to aid cooperation between Northern Ireland and the Republic of Ireland
- Approval of the decisions made at Sunningdale was to take place at a future conference.

Any other valid point [2]

- (b) How did nationalists and unionists in Northern Ireland respond to the Hunger Strike of 1981?

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

Award [0] for responses not worthy of credit.

Level 1 ([1])

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

Level 2 ([2]-[3])

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

Level 3 ([4]-[5])

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

Indicative Content

- The Hunger Strike of 1981 got huge publicity and much support from nationalists in Northern Ireland and elsewhere – especially when Bobby Sands stood in the Fermanagh-South Tyrone by-election and won
- Nationalists 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 and 61 were killed
- Sinn Fein made big gains in the 1983 elections. Gerry Adams replaced Gerry Fitt as MP for West Belfast. Sinn Fein benefitted from using the

- strategy of “the ballot box in one hand and the armalite in the other”
- Unionists were horrified by the support given by nationalists to the hunger strikers, whom they viewed as gunmen and murderers
- Unionists urged British Prime Minister Margaret Thatcher not to give concessions to the hunger strikers.

Any other valid point [5]

(c) How did unionists oppose the Anglo-Irish Agreement of 1985?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[2])

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

Level 2 ([3]-[4])

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

Level 3 ([5]-[6])

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

Indicative Content

- A huge protest rally took place at Belfast’s City Hall. At least 100,000 took part
- All 15 unionist MPs resigned
- The “Ulster Says No” campaign took place. It included the “Day of Action”. Much of Northern Ireland was brought to a standstill, using peaceful protest. In some places violence broke out
- Bonfires burned effigies of Margaret Thatcher and leading members of the Irish government. Slogans appeared in loyalist areas criticising Margaret Thatcher and the RUC
- A campaign of civil disobedience was begun, involving the shunning of British ministers and the refusal to set rates in unionist council areas
- Marches to the headquarters of the Anglo-Irish Secretariat in Maryfield
- Loyalist attacks on RUC in 1986 and 1987, when it seemed as if the non-violent campaign was getting nowhere.

Any other valid point [6]

(d) Explain how and why the people of Northern Ireland responded to the introduction of power-sharing in 1973 and 1974. In your answer refer to the bullet points and use other relevant knowledge.

- Support for power-sharing
- Opposition to power-sharing.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]-[4])

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

Level 2 ([5]-[8])

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

Level 3 ([9]-[12])

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

Indicative Content

Support for power-sharing

- Some unionists such as Brian Faulkner and his supporters supported power-sharing and took part in the Executive
- Faulkner believed power-sharing offered the chance to get rid of Direct Rule
- Faulkner believed that the Council of Ireland was merely an advisory body to help improve economic relations in Ireland
- Faulkner saw power-sharing as a tool which he had used to get the Republic of Ireland to accept the position of Northern Ireland in the United Kingdom
- The SDLP took part in the Executive. Gerry Fitt spoke out against the General Election being held so soon, arguing that people did not yet understand what power-sharing was all about
- The SDLP saw the Council of Ireland as a chance to build links with the Republic of Ireland and give it more of a role in Northern Ireland's affairs
- The Alliance Party took part in the Executive. They believed it was a chance for peace and progress.

Opposition to power-sharing

- Anti-power-sharing unionists (as the UUUC) contested the first Assembly elections and secured the majority of unionist votes
- They disrupted the Power-Sharing Assembly and criticised the Power-Sharing Executive
- They contested the 1974 General Election – and won 11 out of the 12 seats
- The UWC Strike brought most of Northern Ireland to a standstill after one week. Industries had to close down, there were regular electricity

- blackouts, fuel supplies were strictly controlled. Hundreds of road blocks took place. Eventually the UWC ordered a total shutdown when the army was ordered to take over fuel supplies
- Loyalist bombs exploded in Dublin and Monaghan
 - Many unionists were determined to destroy power-sharing because of the “Irish Dimension” – the Council of Ireland, which would allow the Irish Republic a significant contribution into the way Northern Ireland was run
 - Many unionists did not believe that power should be shared with those who were not loyal to the Union
 - There was anger among anti-power-sharing unionists at being left out of the process of setting up power-sharing. They were not included in the Power-Sharing Executive and were not invited to Sunningdale
 - The IRA opposed power-sharing, believing it fell short of what they wanted, a united Ireland. They continued their bombing campaign.
- Any other valid point [12]

Candidates must address both guidelines to access Level 3

Section B

Total

**AVAILABLE
MARKS**

25

50

100