



Rewarding Learning

**General Certificate of Secondary Education
2014**

History

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

[GHY11]

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

The detail given in the mark scheme is for teacher guidance and candidates are not expected to cover **every** point suggested.

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

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

Ebert	Kaiser Wilhelm II	Reichstag	Coalition	Constitution
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Target AO1: Recall of knowledge

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

- (i) Leader of Germany who abdicated in 1918 Kaiser Wilhelm II
- (ii) German parliament Reichstag [1]
- (iii) First Chancellor of the Weimar Republic Ebert [1]
- (iv) New rules for governing the Weimar Republic Constitution [1]
- (v) Government made up of more than one political party Coalition [1]

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

(b) (i) Give **one** effect of the hyperinflation crisis of 1923 on the lives of the people in Germany.

Target AO1: Recall of knowledge

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

Any **one** effect:

- The lives of many workers were severely disrupted. Their pay usually rose as the value of the mark rose, but they were often paid twice a day and had to take their wages home in wheelbarrows
- Workers on fixed salaries suffered badly as money became worthless
- People often resorted to bartering goods rather than using money

- Some small businesses were forced to close as they could not cope with the extra administration involved with large quantities of cash – larger businesses were able to buy them up cheaply
 - People who had taken out loans to start businesses could pay them off easily
 - Older people found that the value of their life savings was wiped out
 - Those on fixed pensions suffered badly, as they lost their value.
- Any other valid point [2]

(ii) Describe **two** ways in which the Weimar Republic was affected by violent uprisings between 1919 and 1923.

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

No rewardable material [0]

Able to identify a way with no development [1]

Able to identify and describe a way [2]

Apply above criteria to each way

Any **two** ways:

- In the Spartacist Rising of January 1919, a group of communists led by Karl Liebknecht and Rosa Luxemburg tried to take hold of government buildings in Berlin. They wanted to set up soviets and get rid of the Reichstag. The Freikorps were used to stop the rising, resulting in the killing of the two leaders
- In the Kapp Putsch of March 1920, Wolfgang Kapp led a right-wing group, including many Freikorps, who took over government buildings in Berlin. Many in the army were sympathetic to the views of the Freikorps and refused to take action against them. The Putsch ended when a general strike was held, bringing Berlin to a standstill
- In the Red Rising of 1920, workers who had gone on strike to stop the Kapp Putsch refused to go back to work. The army, with the assistance of some Freikorps, was sent in to end the rising, resulting in the deaths of 1,250 people
- In the Munich Putsch of 1923, Hitler and approximately 2000 Nazis tried to take power in Munich with the intention of marching to Berlin. They thought they had the support of von Lossow and von Kahr, leaders of the army and the government in Bavaria, but they changed their minds. When the Nazis went to Munich the police opened fire on them and 16 Nazis were killed. The leaders, Hitler and Ludendorff were arrested.

Any other valid point [4]

(c) (i) Why did many Germans vote for Hitler and the Nazis after 1928?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The depression in Germany that followed the Wall Street Crash gave the Nazis a great opportunity to win support. Unemployment was rising and many people were homeless. The Weimar government did not seem to be doing anything but the Nazis offered simple solutions to get Germany out of the economic depression, e.g. 'Work and Bread'
- Propaganda was used very effectively to get their message across. They produced posters designed to appeal to as many different groups in German society as possible, e.g. women, farmers, the middle class
- The 'Hitler over Germany' campaign was used in 1932 to allow Hitler to speak personally to as many people as possible. His public speaking skills and charisma made people think that he really cared about them
- The Nazis campaigned in the elections for the Reichstag and President. With each election they gained more and more publicity and more and more votes. This gave the Nazis greater credibility and they no longer seemed like an extremist party
- Hitler refused to accept any position within the government other than Chancellor. This made him seem strong and powerful
- Hitler worked with von Papen to persuade President Hindenburg that the Nazis could be trusted to run the country and that they could be controlled by other ministers in the cabinet. Therefore, Hitler was appointed as Chancellor of Germany on 30 January 1933.

Any other valid point

[6]

(ii) How was Germany affected by the terms of the Treaty of Versailles?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Indicative Content

- Article 231, the War Guilt clause, meant that Germany had to accept the blame for starting the war. This affected its international reputation
- There was a lot of anger and resentment from the German people as it was regarded as a diktat
- It had to pay reparations to pay for war damage which made the economy weak
- It lost 10% of its land. This land lost contained 16% of Germany’s coalfields and half its iron and steel industry. It also lost 6 million people
- Some of the land lost went to Poland, creating the Polish Corridor. Germans resented the fact that their territory had been split in two
- The Treaty had placed limits on the size of the German armed forces. The army was restricted to 100 000 soldiers which contributed to rising unemployment
- It was only allowed six battleships and 15 000 sailors and there was to be no air force and no submarines. This would make it difficult for Germany to defend itself if attacked.

Any other valid point

[9]

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

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

Martin Niemöller	Catholic Church	German Faith Movement	Ludwig Müller	Lutheran
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Target AO1: Recall of knowledge

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

- (i) Main Protestant Church in Germany Lutheran
- (ii) Leader of the Confessional Church in Germany Martin Niemöller [1]
- (iii) Signed the Concordat with the Nazis Catholic Church [1]
- (iv) Religion started by the Nazis German Faith Movement [1]
- (v) Leader of the German Christians Ludwig Müller [1]

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

(b) (i) Give **one** action taken by the Nazis to increase their power in Germany between January 1933 and August 1934.

Target AO1: Recall of knowledge

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

Any **one** action:

- Law for the Protection of People and State was passed in February 1933. This gave emergency powers to have anyone suspected of plotting against the government arrested and imprisoned without trial
- The Enabling Law allowed Hitler to pass laws without consulting the Reichstag or President for four years
- Trade Unions were banned in May 1933
- A one-party state was established in July 1933
- In the Night of the Long Knives in June 1934, Ernst Röhm and around 200 other members of the SA were killed
- The army swore an oath of loyalty to Hitler
- Hitler gave himself the title of Führer, combining the roles of Chancellor and President in August 1934.

Any other valid point [2]

- (ii) Describe **two** ways in which the Nazis used propaganda to increase their control in Germany between 1933 and 1939.

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

No rewardable material [0]

Able to identify a way with no development [1]

Able to identify and describe one way [2]

Apply above criteria to each way

Any **two** ways:

- The Ministry of Propaganda and Enlightenment headed by Josef Goebbels controlled what could be printed in newspapers. Editors were told what the news should be
- Propaganda films were shown in cinemas before the main feature. Films such as 'Triumph of the Will' were used to promote the Nazi regime
- Parades and rallies were held at different stages of the year to glorify Germany, Hitler himself or important anniversaries, e.g. Hitler's Birthday and the Nuremberg Rallies
- The 'People's Receiver' was created so that people could buy their own sets and listen to official radio broadcasts at home. Loudspeakers were put up in public places so that everyone could listen.

Any other valid point [4]

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

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- Hitler believed the Jews were racially inferior to Germans
- The Nazis blamed the Jews for Germany losing World War One

- and for the Treaty of Versailles
 - They felt that Jews were greedy and had too many of the important jobs in Germany
 - Young boys were viewed as the future soldiers and political leaders of Nazi Germany
 - Young girls were viewed as the future mothers
 - They wanted to create a 1000 year Reich.
- Any other valid point [6]

(ii) How did the Nazis try to control the lives of women in Germany between 1933 and 1939?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the methods of control used by the Nazis. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main methods of control used by the Nazis. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

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

Indicative Content

- Professional women were sacked from their jobs so that they could concentrate on childbearing
- Women were discouraged from dieting and smoking as these may have interfered with fertility
- Women were encouraged to exercise and to dress traditionally and go without make-up
- The Motherhood Cross was introduced as an incentive for women who had a lot of children – bronze for 4, silver for 6, gold for 8. It was awarded to women on the birthday of Hitler’s mother
- To encourage women to have larger families, newly married couples were given a loan of 1000 marks. For each child they had they could keep a quarter of the loan
- Lebensborn were established to encourage single women to become pregnant by SS men. Childless couples were encouraged to divorce so that the women could have the chance of becoming pregnant with someone else.

Any other valid point [9]

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

(a) Below is a list of words linked to Germany’s relations with other countries:

Munich Agreement	Italy	Poland	Britain	Anti-Comintern Pact
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Target AO1: Recall of knowledge

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

- (i) Signed a non-aggression pact with Germany in 1934 Poland
- (ii) Signed a naval agreement with Germany in 1935 Britain [1]
- (iii) Alliance against communism between Germany, Japan and Italy. Anti-Comintern Pact [1]
- (iv) Signed the Rome-Berlin Axis with Germany Italy [1]
- (v) Allowed Germany to take over the Sudetenland Munich Agreement [1]

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

(b) (i) Give **one** reason why Hitler wanted to take over Austria in 1938.

Target AO1: Recall of knowledge

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

Any **one** reason:

- Hitler was Austrian himself and wanted his homeland to be a part of Germany
- It was a way of uniting all German speaking people
- It was a way of breaking the Treaty of Versailles
- Hitler wanted access to the Austrian army and the country’s resources.

Any other valid point [2]

- (ii) Describe **two** ways in which the Nazis broke the Treaty of Versailles between 1933 and 1936.

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

No rewardable material [0]

Able to identify a way with no development [1]

Able to identify and describe a way [2]

Apply above criteria to each way

Any **two** ways:

- Conscription was announced in 1935 and Hitler announced that he planned to create an army of 750 000 men. It had reached 400 000 men by the end of 1935
- Battleships and submarines were built. These had been restricted by the Treaty of Versailles
- The Nazis signed the Anglo-German Naval Agreement in 1935 allowing Germany's navy to reach 35% of the size of the British navy
- The German air force or Luftwaffe was created. Under the terms of the Treaty, no aircraft were allowed
- Hitler sent 22 000 police and 15 000 soldiers into the Rhineland in 1936.

Any other valid point [4]

- (c) (i) Why did Hitler want to take over Czechoslovakia and Poland in 1938 and 1939?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The Sudetenland contained a significant number of German speakers. This would help fulfil the aim of reuniting all German speakers
 - It also contained the Skoda arms factory. This would be useful for Germany's rearmament programme
 - Claimed that Germans in the Sudetenland were being badly treated
 - The Sudetenland contained most of Czechoslovakia's defences. It would now be easier to take over the rest of the country
 - Hitler believed the Slavic people in Czechoslovakia and Poland were inferior
 - He wanted to begin his addition of lebensraum to Germany
 - Germany wanted access to Poland and Czechoslovakia's resources to help to make Germany self-sufficient
 - Hitler hated the Polish Corridor as it split German territory in two.
- Any other valid point [6]

- (ii) How was Hitler able to take over Czechoslovakia and Poland in 1938 and 1939?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the actions taken by Hitler. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the actions taken by Hitler. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the actions taken by Hitler. Answers will contain more accurate detail on the issue or event studied. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

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

worries that war would break out after all. The Munich Conference was held where Chamberlain, along with Daladier, the French leader and Mussolini, the Italian leader, agreed to give Hitler all of the Sudetenland

- Czechoslovakia was not invited to the Munich Conference and was not consulted
- Taking the Sudetenland in 1938 had removed all of Czechoslovakia's northern defences, making it easier to take over
- Hitler took over Bohemia, Moravia and later Slovakia in March 1939. This was the first time he had taken non-German land
- Britain and France did nothing to stop Hitler even though he had broken the Munich Agreement. They did give a guarantee to Poland, however, promising to step in if it was invaded
- In August 1939, the Germans signed the Nazi-Soviet Pact. This gave Hitler the confidence to go ahead with an invasion of Poland as they would be able to avoid a war on two fronts
- On 1 September 1939, Hitler invaded Poland and successfully used Blitzkrieg methods to take over the country.

Any other valid point

[9]

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Option 2: Russia, c1916–1941

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

(a) Below is a list of words linked to the October Revolution, 1917:

Tauride Palace	Kerensky	Military Revolutionary Committee	Trotsky	Finland
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Target AO1: Recall of knowledge

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

- (i) Bolshevik group that organised the October Revolution Military Revolutionary Committee
- (ii) Leader of the Provisional Government at the time of the October Revolution Kerensky [1]
- (iii) Bolshevik leader during the October Revolution Trotsky [1]
- (iv) Provisional Government’s headquarters during the October Revolution Tauride Palace [1]
- (v) Country where Lenin lived before the October Revolution Finland [1]

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

- (b) (i) Give **one** reason why Rasputin was unpopular in Russia during World War One.

Target AO1: Recall of knowledge

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

Any **one** reason:

- The monk Rasputin was unpopular because he had great influence over Tsarina Alexandra due to his ability to control her son’s haemophilia. Many in Russia thought he had too much influence with the Tsar and his wife
- Rasputin’s lifestyle and excessive drinking reduced respect for Tsarism
- Rasputin’s influence over the Tsarina tarnished respect for the Romanovs. Rasputin used his influence with Alexandra to get high jobs in government for his friends

- The aristocracy disliked Rasputin as he reduced their influence as chief political advisers to the Tsar.

Any other valid point [2]

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

- War
- Land.

Target AO1: Recall of knowledge

No rewardable material [0]

Effect identified but no development [1]

Effect identified with some development [2]

Any **one** effect of **each** policy:

War

- The decision to continue involvement in World War One was a mistake. Problems with supplies of weapons and food continued
- The June Offensive against Germany failed with over 400 000 casualties. Desertion rates increased and army discipline broke down.

Land

- The delay in introducing land reform led to the loss of support from the peasants. The Provisional Government wanted to delay land reform until a Constituent Assembly was elected
- There was disorder in the countryside as returning soldiers seized land and killed over 2000 landlords and their agents in autumn 1917.

Any other valid point [4]

(c) (i) Why were Lenin and the Bolsheviks able to increase their support in Russia in 1917?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- Lenin’s return to Russia in April 1917 was vital in increasing Bolshevik support. In the April Theses Lenin called for the overthrow of the Provisional Government and a Bolshevik revolution
- Lenin exploited the weaknesses of the Provisional Government to gain support for the Bolsheviks. These included the fact that the Provisional Government was not elected, Dual Authority and its uneasy alliance with the Petrograd Soviet
- The Bolsheviks gained control of the Petrograd Soviet in August 1917 and used this as a vehicle to seize power. Lenin’s slogan in the April Theses had been ‘All Power to the Soviets’
- The Bolsheviks exploited mistakes made by the Provisional Government to win support. These included the delay in granting land reforms, holding elections for a Constituent Assembly and continuing Russia’s involvement in World War One. The Bolshevik slogan ‘Peace, Bread and Land’ appealed to many Russians and increased support
- The Kornilov Revolt provided an opportunity for Lenin and the Bolsheviks to increase support. Kerensky feared that General Kornilov wanted to overthrow the Provisional Government. Kerensky panicked and gave weapons to the Bolshevik Red Guard to defend Petrograd. The Kornilov Revolt failed and the Bolsheviks, now armed, claimed credit for saving Petrograd
- Lenin’s forceful personality and vision was vital in the timing of the October Revolution. Trotsky, as leader of the Military Revolutionary Committee, made a vital contribution to organising the overthrow of the Provisional Government in the October Revolution.

Any other valid point [6]

(ii) How did World War One affect the lives of peasants and city workers?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

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

Indicative Content

Peasants

- Most of the 13 million soldiers conscripted into the Russian army were peasants. The Russian army was termed ‘peasants in uniform’ by 1916
- Morale decreased and desertion rates increased by 1916 as most of the 8 million who were killed, wounded or taken prisoner were peasants
- War had a major impact on the production and distribution of food. Horses which were essential for farm work were taken for use in the war. Women and the old had to do the farm work and food production decreased by 15%
- Peasants hoarded food in the hope of gaining higher prices as inflation increased. By the end of 1916 grain-growing areas had a glut of wheat while bread queues in the cities were common.

City Workers

- World War One had a negative effect on the lives of all sections of Russian society. 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 living standards had declined as wages failed to keep up with inflation which was 400% by the end of 1916
- Supplying the army was the main priority. Food distribution to cities, especially Moscow and Petrograd was badly affected because of their remoteness from grain-growing areas. These cities had only one-half of food and one-third of fuel requirements by early 1917
- Food queues became common in Petrograd where thousands were unemployed, cold and hungry. Food and fuel shortages affected the morale of workers and led to an increase in strikes by late 1916.

Any other valid point

[9]

25

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

(a) Below is a list of words associated with the White Armies in the Russian Civil War:

Czech Legion	General Denikin	Greens	Omsk	France
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Target AO1: Recall of knowledge

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

- (i) One of the leaders of the White Armies General Denikin
- (ii) Nationalist groups that formed part of the White Armies Greens [1]
- (iii) Headquarters of the White Armies in east Russia Omsk [1]
- (iv) Group that fought against the Communists and started the Civil War Czech Legion [1]
- (v) Country that helped the White Armies France [1]

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

(b) (i) Give **one** reason why the Bolsheviks increased their control over Russia between October 1917 and the beginning of the Civil War.

Target AO1: Recall of knowledge

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

Any **one** reason:

- The Bolsheviks gained only 175 seats in the elections for the Constituent Assembly held in November 1917. Lenin used the Red Guard to close down the Constituent Assembly in January 1918
- The Cheka, the Bolshevik secret police, arrested political opponents and closed down opposition newspapers. The Liberal and Kadet parties were banned and the Left SRs were expelled from the government
- The Bolsheviks compromised in their beliefs in order to keep the support of the peasants who made up 90% of the population. The Land Decree in December 1917 allowed the peasants to keep all lands seized from the nobility and the Orthodox Church in 1917

- The Bolsheviks were determined to bring an end to Russia's involvement in World War One. The Bolsheviks signed the Treaty of Brest-Litovsk in March 1918.

Any other valid point [2]

- (ii) Describe **two** effects of the New Economic Policy (NEP) on peasants in Russia between 1921 and 1924.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Indicative content

- The New Economic Policy (NEP) reduced state control of agriculture and ended the forced seizure of food. Peasants had to give part of their crops to the state but could sell their surplus grain for profit on the open market
- Famine ended and agricultural production began to recover. The grain harvest increased from 37 million tons in 1921 to 51 million tons in 1924
- The NEP led to the emergence of a richer, more industrious class of peasant called the kulaks who bought extra land and animals. However, most peasants remained poor and continued to use backward methods of farming
- Peasants were unhappy that the price of grain fell behind that of industrial goods. Peasants were unable to afford the inflated price of machinery such as tractors and ploughs that they wanted to buy. This 'scissors crisis' lasted until 1923 when increased industrial production led to a fall in prices.

Any other valid point [4]

- (c) (i) Why did the Red Army win the Civil War in Russia by 1921?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The Red Army won the Civil War because it occupied the most industrially-developed areas of Russia with access to weapons and war supplies unavailable to the Whites. Russia's railway system was centred on Moscow so that the Bolsheviks could quickly deploy troops to deal with attacks from the Whites
- Trotsky was an inspirational and ruthless military leader. He introduced the Red Terror which ensured the forced conscription of soldiers in the area controlled by the Reds. Over 20 000 opponents were shot by the Cheka.
- Trotsky forced 22 000 Tsarist officers to provide leadership to turn the inexperienced Red Army into a disciplined, well-led and effective fighting force of 5 million soldiers. Trotsky visited the troops at the front in a special train and made rousing speeches
- Lenin organised War Communism to ensure that industry and agriculture in Bolshevik-controlled areas were geared to supply the Red Army. Cheka requisition squads 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
- Foreign armies supplied weapons and money to the Whites to encourage Russia to re-enter World War One. The Bolsheviks used propaganda to portray the White Armies as 'puppets of the West'
- The victory of the Red Army was helped by the weaknesses of the White Armies which only comprised 300 000 soldiers. The White Armies had no common aims and had ineffective generals. They occupied outlying areas of Russia and communication between them was poor.

Any other valid point

[6]

- (ii) How did War Communism affect the lives of workers and peasants in Russia between 1918 and 1921?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

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

Indicative Content

- War Communism increased state control over industry and imposed severe discipline on workers. Managers were put in charge and harsh penalties were imposed for absenteeism and lateness. Thousands fled from the cities and industrial production declined
- Less than one-third of workers’ food came from state-provided rations. Rampant inflation and food shortages led to bartering in order to survive. The black market became vital. Workers were forced to exchange hand-made or stolen goods for food. Most Russian horses were killed to provide meat
- The growing discontent of workers was shown in the Kronstadt Mutiny, a revolt by sailors at the Kronstadt naval base in March 1921. Workers in Petrograd joined the sailors. These two groups had been key supporters of the Bolsheviks. This was crushed by the Bolsheviks
- The Bolsheviks sent Cheka squads to the countryside to requisition grain for the army and workers. They terrorised peasants to provide food and punished them severely if they hid animals or food. Five million died in a terrible famine in 1920–1921
- A series of peasant rebellions against the Bolsheviks in 1920 threatened Bolshevik control. The most serious in Tambov province took months to defeat.

Any other valid point

[9]

25

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

(a) Below is a list of words associated with Stalin’s increased control over the USSR in the 1930s:

Gulags	Show Trials	Kirov	Siberia	NKVD
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Target AO1: Recall of knowledge

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

- (i) Leading Bolshevik politician who was killed in 1934 Kirov
- (ii) Prison camps where thousands of Stalin’s opponents were sent Gulags [1]
- (iii) Remote part of Russia where Stalin’s opponents were sent Siberia [1]
- (iv) Actions taken by Stalin against important Communist party politicians Show Trials [1]
- (v) Secret police that organised the arrest of Stalin’s rivals NKVD [1]

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

(b) (i) Give **one** reason why Stalin introduced the Five Year Plans in 1928.

Target AO1: Recall of knowledge

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

Any **one** reason:

- Stalin wanted to end the New Economic Policy (NEP) and increase state control over the economy
- Stalin wanted to increase the USSR’s industrial production. High targets were set for all factories and industries in order to drive up production
- Stalin feared an attack from the west which was hostile to communism. The focus of the first two Five Year Plans was heavy industry. The third Five Year Plan focused on arms production to meet the threat from Germany

- Stalin wanted to increase the size of the industrial working class or proletariat. By 1941, the USSR had become an urban industrialised society.

Any other valid point [2]

- (ii) Describe **two** ways in which relations between the USSR and Germany changed between 1939 and 1941.

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

No rewardable material [0]

Able to identify a change with no development [1]

Able to identify and describe one change [2]

Apply above criteria to each change

Indicative Content

- Before August 1939 the USSR’s relations with Nazi Germany were very poor. One of Hitler’s main foreign policy aims was lebensraum or expansion in Eastern Europe
- Stalin and Hitler had cynical motives for signing the Nazi-Soviet Pact in August 1939. Hitler did not want a war on two fronts in 1939
- The Nazi-Soviet Pact gave the USSR security and more time to make military and economic preparations. A secret clause gave the USSR Eastern Poland and spheres of influence in the east were defined. In September 1939 the USSR and Germany invaded Poland
- The Nazi-Soviet Pact gave Stalin time to build up his military against a future German invasion. Hitler’s long-term aim was to invade and occupy Slav lands in the USSR, which was central to the policy of lebensraum
- 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. In June 1941, Operation Barbarossa began as the German army and air force invaded the USSR in a three-pronged invasion. The USSR and Germany were at war.

Any other valid point [4]

- (c) (i) Why did Stalin become leader of the USSR by 1929?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

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

Any other valid point

[6]

- (ii) How were agriculture and the lives of peasants in the USSR affected by Collectivisation between 1928 and 1939?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Indicative Content

- Stalin blamed the grain shortages before 1930 on hoarding by the kulaks. Under Collectivisation individual farms were taken from the peasants and turned into state-owned collective farms called kolkhozy, each comprising 50 to 100 households. By 1936 over 90% of USSR's farms were collectivised
- Kolkhozy were run by state officials who collected quotas of grain. Peasants were paid and the quotas of food given to the state at low prices. Peasants were able to keep a small private plot and some animals
- There were 2,500 Motor Tractor Stations set up to organise the supply of machinery and seeds to modernise agriculture and increase production. It was hoped that mechanised agriculture would free peasants to new industries created under the Five Year Plans
- Collectivisation of agriculture created turmoil and a high human cost as kulaks resisted enforced Collectivisation. They killed livestock and refused to plant crops. Between 1929 and 1933, two-thirds of all sheep and goats and half of all horses, vital for agricultural work were killed
- 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
- Agricultural production remained low and did not reach 1928 levels until World War Two. State procurement of grain did increase allowing the USSR to feed the growing industrial workforce and buy equipment abroad. The most productive were the individual plots which accounted for over 70% of meat and milk used in the USSR in 1939.

Any other valid point

[9]

25

Option 3: United States of America, 1918–1941

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

(a) Below is a list of words linked to the development of Isolationism in the USA by 1920:

President Wilson	Return to Normalcy	Treaty of Versailles	League of Nations	President Harding
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Target AO1: Recall of knowledge

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

- (i) Organisation set up to prevent another world war League of Nations
- (ii) President who supported Isolationism President Harding [1]
- (iii) A peace settlement in Europe at the end of World War One Treaty of Versailles [1]
- (iv) President who wanted the USA to play an important role in the world President Wilson [1]
- (v) Used to describe the USA's Isolationism after 1920 Return to Normalcy [1]

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

(b) (i) Give **one** reason why Prohibition was introduced in the USA in 1920.

Target AO1: Recall of knowledge

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

Any **one** reason:

- The Temperance movement supported mainly by WASPs campaigned to have prohibition of the sale of alcohol. Prohibition was law in many American states before it became a federal law in 1920
- Anti-foreign feeling was an important reason for introducing Prohibition. Alcohol was associated with the lifestyle of immigrant groups, e.g. Russians and Italians
- The Anti-Saloon League disliked alcohol which they blamed for absenteeism from work, addiction and social problems

- Supporters of Prohibition used medical evidence to support a ban on the sale of alcohol. Alcohol was linked to liver damage and harmful effects on pregnant women.
- Any other valid point [2]

(ii) Describe **two** ways in which the lives of young people changed in the USA in the 1920s.

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

No rewardable material [0]

Able to identify one way with no development [1]

Able to identify and describe one way [2]

Apply above criteria to each way

Any **two** ways:

- Flappers were young fashionable middle class women whose lifestyle was influenced by jazz and the cinema. They wore lipstick, smoked in public, wore short clothes and some had sex before marriage
- Flappers imitated the lifestyles of the film stars
- Many young people liked jazz music and dances such as the Charleston. Jazz was often performed in illegal bars called speakeasies where illegal alcohol was sold
- Many young women got jobs in offices and making consumer goods. This gave them economic independence.

Any other valid point [4]

(c) (i) Why were the lives of Americans in the 1920s affected by the development of the motor car and consumer goods?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The car industry pioneered mass-production techniques based on electrical power. As a result, the cost of a car became affordable for many Americans
- The car industry became the largest employer in the 1920s. Workers in Henry Ford's factories were well paid at \$5 per day. Women became a significant part of the work force manufacturing consumer goods. Over 10 million women were in paid employment by 1929
- The car industry led to the creation of jobs in ancillary industries, e.g. road building and petrol stations. 80% of rubber and 75% of plate glass produced in the USA was used in the car industry
- The car gave people more freedom to travel and enabled people to move to better houses in the suburbs. Its recreation benefits opened horizons and increased mobility
- Negative effects included car crashes and pollution. Conservative older people blamed it for the fall in morals among young people.
- Washing machines, refrigerators and vacuum cleaners were the most important new industries. Over 30% of households had vacuum cleaners and 24% had washing machines by 1929. Electrical water heaters gave instant hot water
- These labour-saving appliances gave women more free time from household chores and allowed them to develop pastimes, e.g. going to the cinema
- 10 million households had radios and 20 million had telephones. These enabled increased social contact and listening to sports events on radio became an important part of family life in the 1920s.

Any other valid point

[6]

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

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the

main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- The end of the Open Door policy caused problems for immigrants. Three laws in the 1920s greatly reduced the number of immigrants allowed to enter the USA. The National Origins Act of 1924 and the Immigration Quota Acts of 1921 and 1929 severely reduced immigration from Asia and Eastern Europe
- Immigrants faced intolerance in the USA in the 1920s. Many were linked to anarchism and the Communist threat, e.g. the Red Scare. The Palmer Raids led to the deportation of hundreds of immigrants
- Immigrants were disliked by the WASP majority and were discriminated in jobs. The famous Sacco and Vanzetti Case when two Italian immigrants were executed in 1927 on inconclusive evidence received world wide publicity
- The Jim Crow Laws ensured that the Black Americans in the Southern States did not have equal civil rights. Black Americans were not allowed to mix with White Americans and 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 with 5 million members in 1925 used violence and intimidation to ensure the supremacy of the WASPs. It prevented Black Americans from voting or buying property. Over 400 Blacks were lynched by the KKK in the 1920s
- Most Black Americans were sharecroppers or labourers in the cotton plantations. The decline in demand for cotton affected Black Americans and over 750 000 lost their jobs in the 1920s. A large number of Black Americans migrated to find work in the northern cities. They faced discrimination there and many lived in ghettos. They had low-skill menial jobs such as domestic servants. Very few Black Americans got skilled jobs in car factories.

Any other valid point

[9]

25

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

(a) Below is a list of words linked to problems faced by farmers in the Midwest during the Great Depression:

Dust Bowl	Oklahoma	Drought	California	Evictions
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Target AO1: Recall of knowledge

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

- (i) Forcing farmers who were in debt from their farms Evictions
- (ii) State where thousands of farmers went to look for work California [1]
- (iii) Caused farmers to be unable to produce crops Drought [1]
- (iv) State in the Midwest badly affected during the Great Depression Oklahoma [1]
- (v) Name given to land in the Midwest during the Great Depression Dust Bowl [1]

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

(b) (i) Give **one** reason why share speculation caused the collapse of the Wall Street Stock Exchange in October 1929.

Target AO1: Recall of knowledge

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

Indicative Content

- There was confidence in the USA in the 1920s that the economic boom would keep increasing. The value of company shares in the New York Stock Exchange increased to reflect rising company profits
- 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

- From 1927 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 increased from 94c in March 1928 to 505c in September 1929
- There was little regulation of the Wall Street Stock Exchange or the banking system in the USA. Most speculators and banks seemed unaware of the underlying weaknesses in the American economy in the 1920s.

Any other valid point [2]

- (ii) Describe **two** effects of the Great Depression on the lives of the unemployed in the USA.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- 25% of the workforce or 14 million were unemployed by 1933. There was no unemployment benefit and the unemployed endured great hardship during the Depression
- Many unemployed 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. Most were evicted and moved to shanty towns consisting of cardboard and tin huts sarcastically called Hoovervilles which were situated at the edge of most cities
- Many unemployed tramped the streets looking for casual work. Two million hobos travelled illegally on freight trains all over the USA in search of seasonal work
- Thousands of unemployed went hungry and searched dust bins for food
- Some unemployed 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 [4]

- (c) (i) Why did some groups in the USA not share in the economic boom of the 1920s?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- Farmers were the largest group not to share in the economic boom. Tariffs, especially the Fordney McCumber Law, hit farmers badly as they depended on exports
- Overproduction led to excess food production and a fall in prices. Between 1919 and 1929 farm income fell from \$22 billion to \$13 billion. Over 3 million farming families earned less than \$1000 per year
- Farmers borrowed from banks to buy machinery to increase production. However, food prices continued to fall and farm debt increased to \$2 billion by 1929. This led to an increase in evictions
- Thousands of farm labourers lost their jobs because of mechanisation and suffered poverty and hardship. Sharecroppers, mainly Black Americans in the Southern States, were badly affected by the fall in cotton prices. Thousands were forced to migrate to the northern cities
- The invention of synthetic materials had a negative effect on the textile industry. Wages for textile workers declined, e.g. female cotton workers in Carolina earned only \$9 per week in 1926
- The coal industry declined in the 1920s as oil became more popular. Coal miners were involved in strikes and lockouts for better wages and conditions
- Many unskilled workers in construction missed out on the boom. Working conditions were dangerous, especially in building the skyscrapers. Wages of construction workers increased by only 4% during the 1920s.

Any other valid point [6]

- (ii) How did President Hoover deal with the effects of the Great Depression on the USA between 1929 and 1932?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Indicative Content

- Hoover’s response was influenced by his strong belief in laissez-faire, that the federal government should not become involved in economic matters. He also believed in “Rugged Individualism” and low taxation
- In 1929 Hoover set up the Farm Board to buy surplus produce and help increase prices. Its budget was only \$500 million and it did little to halt the slide in agricultural income which fell from \$13 billion in 1929 to \$7 billion in 1932
- In 1930 the Hawley-Smoot Act increased tariffs by 50%. This law aimed to protect USA industry but it only slowed down world trade and worsened the problems of farmers who depended on exports
- Little action was taken to help farmers who were evicted from their farms or to help farmers in the Midwest affected by the Dust Bowl. Hoover did little to help the plight of farm labourers and sharecroppers during the Depression
- Before 1931, Hoover did little to deal with poverty and unemployment. He relied on Voluntarism which encouraged employers 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, especially the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment
- In 1932 Hoover reversed his laissez-faire policy and in the Reconstruction Finance Corporation (RFC) the federal government lent \$1,500 million to businesses and banks in difficulty. This was seen as too little too late and a desperate ploy to win support in the Presidential election.

Any other valid point

[9]

25

9 This question is about Roosevelt and the New Deal.

(a) Below is a list of words linked to the effects of World War Two on the USA between 1939 and 1941:

Great Britain	Conscription	Atlantic Charter	Japan	Cash and Carry Act
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Target AO1: Recall of knowledge

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

- (i) Military help given by the USA to Britain Cash and Carry Act
- (ii) Building up the size of the USA army Conscription [1]
- (iii) Country that attacked the USA in 1941 Japan [1]
- (iv) Agreement between Britain and the USA in 1941 Atlantic Charter [1]
- (v) Country that tried to persuade the USA to enter the war Great Britain [1]

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

(b) (i) Give **one** reason why workers in the USA supported the National Recovery Administration (NRA).

Target AO1: Recall of knowledge

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

Any **one** reason:

- Workers supported the National Recovery Administration (NRA) because it was set up to improve workers' conditions and rights
- Workers supported the Wagner Act in 1935 because it gave trade unions the right to negotiate wages and conditions with employers
- The Social Security Act in 1935 established unemployment benefit and retirement pensions funded by a tax on employers. The federal government took greater responsibility for meeting the needs of vulnerable groups in society
- The Fair Labour Standards Act, 1938, established minimum wage levels and fixed maximum hours of work. Workers supported this law.

Any other valid point [2]

(ii) Describe **two** actions of New Deal agencies to help the unemployed.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe one action [2]

Apply above criteria to each action

Any **two** actions:

- Unemployment had increased to 13 million in 1932. Roosevelt had promised that reducing unemployment was a central aim of the New Deal. The unemployed welcomed a number of agencies set up to create jobs. The most important were the Works Progress Administration (WPA) and the Public Works Administration (PWA)
- The PWA provided 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 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. The WPA was criticised for creating ‘Boondoggles’ or jobs of limited economic value
- The PWA and the WPA employment schemes gave the unemployed skills and self confidence. They also provided an improved infrastructure in hospitals, schools and communications which improved overall quality of life
- The Civilian Conservation Corps (CCC) aimed to provide work for over 2 million single unemployed men under 25. These men were unskilled; many were hobos or lived in Hoovervilles. They lived in work camps and received \$1 per day and free food. It was hoped that the outdoor work would make them fit and healthy and make it easier for them to get jobs afterwards.

Any other valid point [4]

(c) (i) Why did the Republican Party and the Supreme Court oppose the New Deal?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The Republican Party believed in little government interference in the economy. The level of federal government interference would reduce traditional American values of “Rugged Individualism”. The Republicans objected to the Social Security Act which it argued would make workers lazy and increase the burden on the government
- The Republican Party objected to some of the job creation agencies being a waste of tax payers’ money. The Republican Party accused Roosevelt of excessive spending of taxpayers’ money. The New Deal agencies cost \$17 billion by 1939. They pointed to the waste of money, e.g. the ‘Boondoggles’ as part of the Works Progress Administration (WPA) schemes
- The Republican Party claimed that Roosevelt was making the federal government too powerful. They accused Roosevelt of behaving like a dictator. The Republican Party challenged Roosevelt at all elections. The Republican Party set up the Liberty League to oppose Roosevelt and the New Deal in the 1936 Presidential elections
- The Supreme Court was the ‘Guardian of the Constitution’. Most of its nine judges were Republican. Its job was to ensure that Congress and the President did not exceed their powers as outlined in the constitution
- The Supreme Court had a Republican majority and was hostile to the active role of the federal government in the New Deal. It looked at sixteen cases involving the New Deal and found that Roosevelt had acted against the constitution in eleven cases.

Any other valid point

[6]

(ii) How did the Agricultural Adjustment Administration (AAA) and the Tennessee Valley Authority (TVA) affect the lives of farmers in the USA between 1933 and 1939?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Indicative Content

- The Agricultural Adjustment Administration (AAA) aimed to improve agriculture by increasing farm prices and the incomes of farmers by dealing with problems of over-supply and low prices
- Compensation was paid to farmers to reduce the amount of crops sown and animals bred. Six million piglets were killed and millions of acres of cotton and wheat were ploughed up. By 1939 food prices increased and farm income doubled
- The AAA helped farmers but farm labourers and sharecroppers received no help. Many were evicted because farmers replaced them with machines
- The Tennessee Valley Authority (TVA) helped one of the poorest areas that had suffered from soil erosion and flooding. A wide area covering seven states was regenerated through the TVA
- The TVA built thirty three dams on the Tennessee River and by controlling water flow made a vast area of 40 000 square miles (covering seven states) productive again
- The building of hydro-electric power stations provided cheap electricity for this area. Industries such as light engineering moved into the area to take advantage of cheap power.

Any other valid point

[9]

25

Section A

50

Section B

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

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

- (a) Below is a list of words linked to changes to the Anglo-Irish Treaty made by de Valera:

Oath of Allegiance	Governor General	Douglas Hyde	Taoiseach	Dáil Éireann
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Target AO1: Recall of knowledge

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

- | | | |
|---|---------------------|-----|
| (i) First President elected in 1937 | <u>Douglas Hyde</u> | |
| (ii) Name given to the Irish Prime Minister after 1937 | Taoiseach | [1] |
| (iii) Name given to the Irish parliament after 1937 | Dáil Éireann | [1] |
| (iv) Members of the Dáil no longer had to swear this to the British monarch | Oath of Allegiance | [1] |
| (v) Official who represented the British government until 1937 | Governor General | [1] |

[1] for each correct answer.

If no answer is correct, award [0]

- (b) (i) Give **one** effect of the Economic War on Éire.

Target AO1: Recall of knowledge

No rewardable material [0]

Effect identified but no development [1]

Effect identified with some development [2]

Any **one** effect:

- 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 went bankrupt
- Éire was hit badly by a coal shortage
- By 1935 Éire was in serious economic difficulties: imports had fallen, but exports had fallen even more and there was a considerable balance of payments problem

- Subsistence farmers in Éire suffered less and also benefitted from a reduction in their annuity payments
- Éire's boycott of British goods caused some unemployment in Britain, pushing both governments in January 1935 to ease their tariff restrictions.

Any other valid point [2]

(ii) Describe **two** causes of the Economic War between Éire and Britain in the 1930s.

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

No rewardable material [0]

Able to identify a cause with no development [1]

Able to identify and describe one cause [2]

Apply above criteria to each cause

Any **two** causes:

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

Any other valid point [4]

(c) (i) Why did Northern Ireland and Éire respond differently to the outbreak of war in September 1939?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

Northern Ireland

- Northern Ireland was part of United Kingdom and wanted to show its loyalty when war was declared
- Craigavon wanted to reassure Great Britain that it could rely on Northern Ireland
- Northern Ireland made some limited preparations in readiness for war
- Thought that the Luftwaffe would never reach them and so were complacent.

Éire

- Éire chose to remain neutral
- Neutrality would reinforce Éire's independence, while protecting the country from the ravages of war
- Éire was not equipped to fight a war both militarily and financially
- Éire's government knew that most people favoured neutrality as a means of protecting the country from the ravages of war
- Éire believed that this was not its war and that Germany was too far away to be a real threat.

Any other valid point

[6]

- (ii) How did the Anglo-Irish Agreements of 1938 change relations between Éire and Britain?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Indicative Content

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

- improving relations between the two countries
- The Anglo-Irish Agreements improved trade links. All taxes placed on British goods sold in Éire and Irish exports to Britain were removed as the Economic War ended
 - Éire agreed to pay £10 million as a final settlement for the land annuities owed to Britain. This ended resentment in Éire about the payment of land annuities to Britain
 - Britain agreed to remove its troops and ships from the three naval bases of Berehaven, Lough Swilly and Cobh. These were returned to Éire. This broke another symbolic link between the two countries and marked another step in the dismantling of the Anglo-Irish Treaty
 - The return of the Treaty Ports reinforced Éire's independence. However, groups in Britain and Northern Ireland led by Churchill criticised it. They argued that the loss of the Treaty Ports would weaken Britain's western defences in the event of war against Germany.
- Any other valid point [9] 25

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

(a) Below is a list of words linked with Northern Ireland’s role in World War Two:

Lisahally	Castle Archdale	Harland and Wolff	Aldergrove	Short and Harland
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Target AO1: Recall of knowledge

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

- (i) RAF base in Northern Ireland during World War Two Aldergrove
- (ii) Port in Northern Ireland where German U-boats surrendered in 1945 Lisahally [1]
- (iii) Flying-boat base in Fermanagh Castle Archdale [1]
- (iv) Aircraft factory in Belfast Short and Harland [1]
- (v) Shipbuilding firm in Belfast Harland and Wolff [1]

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

(b) (i) Give **one** reason why the Germans bombed Belfast during World War Two.

Target AO1: Recall of knowledge

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

Any **one** reason:

- Belfast had become important as a place for building aircraft – Shorts
- Belfast had become important as a place for building warships – Harland and Wolff
- Belfast supplied a large number of anti-aircraft shells – Mackies
- Northern Ireland, as part of the United Kingdom, was taking part in the war and was therefore a German target.

Any other valid point [2]

- (ii) Describe **two** ways in which de Valera broke Éire's policy of neutrality during World War Two.

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

No rewardable material [0]

Able to identify a way with no development [1]

Able to identify and describe one way [2]

Apply above criteria to each way

Any **two** ways:

- Air corridor granted over Donegal for use by Allied planes
- Fire crews from Dublin helped put out fires during the Belfast Blitz
- Allied airmen forced to crash land in Éire were sent to Northern Ireland whereas German airmen were interned
- The German ambassador's radio transmitter was confiscated
- In the final months of the war, de Valera allowed the RAF to establish a number of secret radar bases on Irish territory.

Any other valid point

[4]

- (c) (i) Why were there different attitudes towards the introduction of conscription in Northern Ireland?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The British government saw conscription in Northern Ireland as a sensitive political issue. Chamberlain asked Craigavon not to press for conscription
- Prime Minister Craigavon put pressure on Chamberlain to extend conscription to Northern Ireland
- Unionists were keen to be treated the same as the rest of the

- United Kingdom
 - Nationalists felt they had been left against their will, under a unionist government, by partition. Conscription would force them to fight for Britain
 - Catholic Bishops and politicians organised anti-conscription campaigns
 - De Valera opposed conscription in Northern Ireland as an act of oppression against nationalists.
- Any other valid point [6]

- (ii) How did Northern Ireland's industries help Britain during World War Two?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Indicative Content

- Harland and Wolff managed the Foyle Yard in Derry which acted as a repair base for Atlantic convoy escorts
- Materials for D-Day were produced in Northern Ireland
- The Short and Harland aircraft factory produced 1200 Stirling bombers and 125 Sunderland flying boats
- At the height of the war 35 800 people worked in the shipyards which also constructed 500 tanks.
- Ulster's linen industry revived during the war, with factories producing 200 million metres of cloth for uniforms for the forces and 30 million shirts
- Two million parachutes were also made in the province
- Engineering factories, especially Mackies in Belfast, produced armaments and munitions, including 75 million shells and 50 000 bayonets.

Any other valid point [9]

25

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

(a) Below is a list of words linked to improvements introduced by the Welfare State in Northern Ireland during the post-war years:

Old Age Pensions	Unemployment Benefit	Family Allowance	Education Act, 1947	National Health Service (NHS)
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Target AO1: Recall of knowledge

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

- (i) Benefit for families with children Family Allowance
- (ii) Provided free secondary education for all children Education Act [1]
- (iii) Benefit for people over 65 Old Age Pensions [1]
- (iv) Free health care for all National Health Service (NHS) [1]
- (v) Government payment for people out of work Unemployment Benefit [1]

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

(b) (i) Give **one** reason why Éire wanted to become a republic.

Target AO1: Recall of knowledge

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

Any **one** reason:

- The government of Éire was determined to cut the constitutional links with Britain
- The effects of Éire's neutrality after the war hardened relations between Britain and Éire
- Éire was in practice, though not in name, a republic
- The new Inter-Party government of Éire wanted to redefine the relationship with Britain which had been left in a confused state after de Valera's 1930s constitutional changes.

Any other valid point [2]

- (ii) Describe **two** reasons why some people in Northern Ireland opposed the introduction of the Welfare State.

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

No rewardable material [0]

Able to identify a reason with no development [1]

Able to identify and describe one reason [2]

Apply above criteria to each reason

Any **two** reasons:

- Doctors feared a loss of professional independence and becoming more like civil servants
- Some unionist politicians were concerned about the cost of the scheme
- Some people associated the Welfare State with the Labour Party
- Some unionist businessmen opposed the idea of nationalisation and its links with the Welfare State

Any other valid point [4]

- (c) (i) Why did the standard of living in Northern Ireland differ from that in Éire between 1945 and 1949?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- Northern Ireland had a National Health Service which Éire lacked
- Northern Ireland also benefitted from the Welfare State which the people of Éire did not have
- Éire suffered a severe economic depression after the war. There was high unemployment and 24 000 people emigrated every year
- The severe winter of 1947 compounded the coal shortages which Éire suffered. In 1947 de Valera declared that the country was in a state of emergency
- Building materials were in short supply so there was a housing

shortage in Éire.
Any other valid point

[6]

- (ii) How did people in Northern Ireland and Britain respond to the Declaration of the Republic and the Ireland Act, 1949?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Indicative Content

- Unionists saw the Declaration of the Republic as a threat to the security of Northern Ireland and called a general election in 1948 in order to consolidate support for the union
- Northern nationalists felt more isolated following the British government's guarantees to Northern Ireland in the Ireland Act
- Unionists were angry that Éire provided funds for northern nationalists in the election campaign of 1949, and this made them more determined to defend the union
- Britain did not react in any hostile way to the Declaration of the Republic
- The Ireland Act recognised the Republic and outlined the future constitutional relationship between the two countries
- People from Éire did not require a work permit and could vote in British elections
- Unionists were pleased with the Ireland Act and a royal visit in 1949 further cemented their sense of union with the other parts of the UK
- Northern nationalists were outraged and strongly expressed their displeasure with the Ireland Act
- Labour Prime Minister, Attlee felt that as Dublin had not consulted him about the Declaration of the Republic, then he was free to give whatever guarantees he wanted to the North.

Any other valid point

[9]

25

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

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

(a) Below is a list of words linked to the resignation of Terence O’Neill:

Burntollet	Stormont	The Ulster Volunteer Force (UVF)	Cameron Commission	Bernadette Devlin
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Target AO1: Recall of knowledge

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

- (i) Set up to investigate the violence after civil rights march in early 1969 Cameron Commission
- (ii) Civil rights leader in 1969 Bernadette Devlin [1]
- (iii) Place where a civil rights march was attacked Burntollet [1]
- (iv) Place where the government of Northern Ireland met Stormont [1]
- (v) Loyalist paramilitary group The Ulster Volunteer Force (UVF) [1]

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

(b) (i) Give **one** reason why the Northern Ireland Civil Rights Association (NICRA) was formed in 1967.

Target AO1: Recall of knowledge

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

Any **one** reason:

- A young generation of university-educated Catholics emerged. These people were not convinced that O’Neill meant to bring about significant change
- The influence of the Civil Rights movement in the USA, led by Martin Luther King, was important for NICRA. NICRA were also inspired by John F. Kennedy, America’s first Catholic president. Student protests in France also influenced NICRA
- In the 1960s, Catholics in Northern Ireland were still being discriminated against in a large number of ways

- There was frustration at the limited ideas of the Nationalist Party led by Eddie McAteer, whose only policy seemed to be the ending of partition.

Any other valid point [2]

- (ii) Describe **two** actions taken by the Northern Ireland Civil Rights Association (NICRA) in the 1960s.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe an action [2]

Apply above criteria to each action

Any **two** actions:

- There was a housing protest (squat) 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
- Protest songs, placards, slogans and sit-down protests were used
- Attempts were made to get publicity – the NICRA march in Derry/Londonderry was captured by an RTE television crew

Any other valid point [4]

- (c) (i) Why did many unionists oppose O'Neill's attempts to improve relations with nationalists in Northern Ireland and with the Republic of Ireland in the 1960s?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- Many unionists opposed O’Neill’s cooperation with the Irish Republic as it laid claim to “the whole island” of Ireland in its constitution
 - There was opposition to cooperating with the Irish Republic when the power of the Catholic Church was so strong there
 - The cabinet objected to O’Neill’s failure to consult them before Lemass visit
 - Some cabinet ministers felt O’Neill’s reforms were too radical. Many believed O’Neill was giving in to nationalists
 - Some were angered at the appointment of the Cameron Commission after the violence at Burntollet Bridge. Faulkner resigned saying O’Neill was not strong enough to handle the situation
 - O’Neill’s aloof attitude to criticism caused opposition from unionists.
- Any other valid point [6]

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

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Indicative Content

- Multinational firms such as Dupont, Grundig and ICI were attracted over to Northern Ireland. O’Neill offered investment grants and tax allowances to get them to set up in Northern Ireland

- A Ministry of Development was created in January 1965 to drive economic revival
- A new town was established called Craigavon, in the Lurgan-Portadown area
- A new university was developed in Coleraine
- A number of railway lines were closed down in an attempt to make the railway system more efficient
- A new airport was under development
- The construction of a new motorway system was begun
- A new oil refinery was opened in Belfast
- Links with the Republic of Ireland resulted in the signing of an agreement on the supply of electricity from the South.

Any other valid point

[9]

25

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

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

Edward Heath	Royal Ulster Constabulary (RUC)	Irish Republican Army (IRA)	Northern Ireland Civil Rights Association (NICRA)	British Army
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Target AO1: Recall of knowledge

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

- (i) British Prime Minister who introduced Direct Rule Edward Heath
- (ii) Sent in to stop the violence in August 1969 British Army [1]
- (iii) The police force in Northern Ireland Royal Ulster Constabulary (RUC) [1]
- (iv) Nationalist organisation which used violence Irish Republican Army (IRA) [1]
- (v) Organisation which held a march during Bloody Sunday Northern Ireland Civil Rights Association (NICRA) [1]

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

(b) (i) Give **one** reason why the British government introduced Direct Rule to Northern Ireland in 1972.

Target AO1: Recall of knowledge

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

Any **one** reason:

- The Stormont government seemed incapable of keeping control in Northern Ireland
- The events of Bloody Sunday in January 1972 made the situation even worse
- Violence was increasing. 1971 had been the worst year of the Troubles to date
- Britain was embarrassed by the deteriorating situation in Northern

Ireland. Events there were tarnishing Britain's image across the world

- Faulkner provoked the British government by demanding the power to rearm the RUC and re-establish the B Specials.

Any other valid point [2]

- (ii) Describe **two** reasons why violence increased in Northern Ireland during the summer of 1969.

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

No rewardable material [0]

Able to identify a reason with no development [1]

Able to identify and describe a reason [2]

Apply above criteria to each reason

Any **two** reasons:

- Sectarian violence broke out in Belfast in the summer of 1969. Seven were killed and almost 100 were wounded
- Thousands of families (mainly Catholic) put out of their homes in Belfast in places like Bombay Street
- Violence broke out after the annual Apprentice Boys parade in Derry/Londonderry in August
- The Battle of the Bogside took place in Derry/Londonderry. It lasted for fifty hours and was captured on television. Tear gas, petrol bombs and rubber bullets were used
- Violence spread to several provincial towns.

Any other valid point [4]

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

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- During the summer of 1969, the slogan “I Ran Away” appeared in nationalist areas. The IRA was accused of not defending Catholics in Belfast against loyalist and police attacks
- There was a feeling that the Official IRA was too soft on the struggle for a united Ireland. Some of the IRA broke away to form the Provisional IRA
- The Provisional IRA aimed to achieve a united Ireland through violence
- It aimed to achieve civil rights for nationalists, drive British troops out of Ireland and destroy the Stormont government.

Any valid point

[6]

- (ii) How did nationalists and unionists respond to the introduction of internment in Northern Ireland in August 1971?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Indicative Content

Nationalists

- Internment was resented by nationalists as a clear abuse of civil rights
- There was a huge increase in violence in response to internment. In the four months after internment, one hundred and forty-three people were killed through bombings and shootings. Much of this violence was from the Provisional IRA
- Support for the Provisional IRA grew
- The SDLP encouraged a rent and rates strike
- Civil rights marches started up again. This led to Bloody Sunday, which was itself a result of an anti-internment march. It ended in violence.

Unionists

- Unionists supported internment as it had worked successfully against the IRA in the past
- Unionists supported internment as a necessary method of dealing with the IRA
- Unionist support for internment decreased as the levels of violence did not fall after it was introduced
- Loyalist violence increased in response to the growth of the IRA. The UDA was formed in September 1971. A UVF bomb in McGurk's Bar in September 1971 killed fifteen people.

Any other valid point

[9]

25

15 This question is about The Search for a Solution.

- (a) Below is a list of words linked to events in Northern Ireland between 1972 and 1985:

Gerry Adams	Harold Wilson	Brian Faulkner	John Hume	Reverend Ian Paisley
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Target AO1: Recall of knowledge

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

- | | | | |
|-------|---|----------------------|-----|
| (i) | Nationalist politician in the Power-Sharing Executive | <u>John Hume</u> | |
| (ii) | Unionist politician who opposed the Anglo-Irish Agreement | Reverend Ian Paisley | [1] |
| (iii) | British Prime Minister who supported power-sharing | Harold Wilson | [1] |
| (iv) | Unionist leader who supported power-sharing | Brian Faulkner | [1] |
| (v) | Sinn Féin leader | Gerry Adams | [1] |

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

- (b) (i) Give **one** reason why the Hunger Strikes took place in 1980 and 1981.

Target AO1: Recall of knowledge

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

Any **one** reason:

- The aim of the Hunger Strikes was to restore Special Category Status, which had been removed from prisoners in Northern Ireland in 1976
- Hunger strikes were a traditional republican tactic which had worked in the past
- Previous attempts to win back Special Category Status – such as the Blanket Protest and the Dirty Protest – had failed
- The 1981 Hunger Strike took place because republican prisoners were angry at not receiving the concessions they thought they had won after the 1980 Hunger Strike.

Any other valid point [2]

- (ii) Describe **two** actions taken by unionists in Northern Ireland to show their opposition to power-sharing.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe an action [2]

Apply above criteria to each action

Any **two** actions:

- Anti-Power-Sharing Unionists (as the UUUC) contested the first Assembly elections and won a majority of unionist seats
- The UUUC disrupted the Power-Sharing Assembly and criticised the Power-Sharing Executive
- The UUUC contested the 1974 General Election and won eleven out of the twelve 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 in Dublin and Monaghan caused many casualties.

Any other valid point [4]

- (c) (i) Why was the Anglo-Irish Agreement signed in 1985?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The governments of Great Britain and the Republic of Ireland feared that Sinn Féin might overtake the SDLP and become the main nationalist party in Northern Ireland
- The British government realised that its relations had to be better with the nationalist minority in Northern Ireland, or the security situation there would not improve
- British Prime Minister Margaret Thatcher was almost killed by the Brighton IRA bomb. This pushed the British government to act in relation to Northern Ireland
- The British government wished to undermine the toleration of the nationalist minority for the IRA
- The government of the Republic of Ireland saw a chance to act on behalf of nationalists in Northern Ireland
- Previous attempts to find a solution had failed, e.g. the New Ireland Forum. Margaret Thatcher had rejected this as a nationalist solution to Northern Ireland's problems.

Any other valid point

[6]

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

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Indicative Content

Nationalists

- Nationalists were angered at what they saw as the insensitive approach of the British government
- Violence increased. Sixty-one were killed during the 1981 Hunger Strike
- Bobby Sands, IRA commander in the H-Block, was elected MP for Fermanagh-South Tyrone

- There was a massive turnout at the funerals of the hunger strikers
- As a result of the Hunger Strike of 1981, Sinn Féin was launched into politics
- Nationalists showed their support for the hunger strikers' beliefs when Gerry Adams was elected MP for West Belfast in 1983
- Sinn Féin's vote in the 1983 elections increased significantly. Sinn Féin was campaigning for issues that had been supported by the hunger strikers
- Nationalist respect and support for the IRA grew. During this period, IRA and INLA violence was stepped up. In December 1982, an INLA bomb killed seventeen people in Ballykelly, of whom eleven were soldiers.

Unionists

- Unionists and nationalists grew further apart as they had such differing views on the hunger strikers
- Unionists urged British Prime Minister Margaret Thatcher not to give concessions to the hunger strikers
- Unionists believed that the massive attendance at the hunger strikers' funerals indicated support for gunmen and murderers.

Any other valid point

[9]

AVAILABLE MARKS

25

Section B

50

Total

100