



*Rewarding Learning*

**General Certificate of Secondary Education  
2015**

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## **History**

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

**[GHY11]**

**MONDAY 1 JUNE, MORNING**

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**MARK  
SCHEME**

## General Marking Instructions

### Introduction

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

### The Purpose of Mark Schemes

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

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

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

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

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

**Section A**

**Option 1: Germany 1918–1941**

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 to the end of the Weimar Republic in Germany:

Wall Street Crash	Brüning	Goebbels	Hindenburg	Von Papen
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Caused an economic depression in Germany      Wall Street Crash
- (ii) Nazi in charge of propaganda      Goebbels      [1]
- (iii) Appointed as Hitler’s Vice-Chancellor      Von Papen      [1]
- (iv) Nicknamed the ‘Hunger Chancellor’      Brüning      [1]
- (v) President who appointed Hitler as Chancellor      Hindenburg      [1]

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

(b) (i) Give **one** reason why the Treaty of Versailles was unpopular in Germany.

**Target AO1:** Recall of knowledge

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

Any **one** reason:

- Article 231, the War Guilt clause, meant that Germany had to accept the blame for starting the war which was humiliating
- It had to pay £6600 million in reparations to pay for war damage which put pressure on the country’s economy
- It lost 10% of its land. Germany was badly affected as it contained 16% of its coalfields and half its iron and steel industry. It also lost 12% of its population
- Germans resented the limits placed on the size of the German armed forces. The army was restricted to 100 000 soldiers, which

- contributed to rising unemployment
- Only six battleships and 15 000 sailors were allowed and there was to be no air force and no submarines. Germans believed that it would be difficult for Germany to defend itself if attacked.

Any other valid point [2]

- (ii) Describe **two** ways in which the Nazis tried to increase support between 1924 and 1928.

**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:

- Decided to concentrate on contesting elections in the Reichstag instead of just using violence
- Used propaganda such as speeches, posters and newspapers to increase publicity
- Hitler used his trial after the Munich Putsch for propaganda purposes
- Hitler wrote Mein Kampf while in prison, outlining main ideas
- The Nazi Party was reorganised
- The Hitler Youth was established to raise the profile of the Nazis among young people.

Any other valid point [4]

- (c) (i) Why did hyperinflation occur in Germany in 1923?

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

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

Answers will explain fully the issue or event studied. There will be more accurate detail and analysis of the main reasons. Spelling, punctuation

and the rules of grammar are used with consistent accuracy.

Indicative Content

- The German government failed to keep up with reparations payments in 1922 so the French invaded the Ruhr area in 1923 to take goods from the Germans
- The German government ordered passive resistance so there would be nothing for the French to take
- The Government needed to import fuel and still had to pay the striking workers and so printed off extra money to do this
- The Government continued to print extra money and this led to hyperinflation.

Any other valid point

[6]

(ii) How was Germany affected by the hyperinflation crisis of 1923?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

Indicative Content

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

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 treatment of Jews in Nazi Germany:

Kristallnacht	Nuremberg Laws	Boycott	Sarah	Olympic Games
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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) Female Jews had to have this as part of their name                     | <u>Sarah</u>   |     |
| (ii) Stopped Germans buying goods in Jewish shops                          | Boycott        | [1] |
| (iii) Took away German citizenship from Jews                               | Nuremberg Laws | [1] |
| (iv) Anti-Jewish signs in Berlin were taken down during this event in 1936 | Olympic Games  | [1] |
| (v) Attack on thousands of Jewish businesses in 1938                       | Kristallnacht  | [1] |

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

(b) (i) Give **one** reason why Hitler ordered the Night of the Long Knives, 1934.

**Target AO1:** Recall of knowledge

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

Any **one** reason:

- The SA had gained a bad reputation for thuggish and violent behaviour
  - The SA had become increasingly unpopular
  - Hitler needed the support of the army but they hated the SA
  - Hitler feared that Ernst Röhm, the SA leader, wanted to replace him as leader of the Nazis.
- Any other valid point [2]

- (ii) Describe **two** ways in which the Nazis tried to control the lives of young people 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 a way [2]

Apply above criteria to each way

Any **two** ways:

- Boys were trained for a future in the army in the Hitler Youth
- Girls were taught about looking after children in the League of German Maidens
- School subjects were altered. Religion was not taught but there was an emphasis on PE, History, Race Studies and Biology
- Children were taught by teachers who had to belong to the Nazi Teachers' League and had to promote Nazi ideas at all times
- Adolf Hitler schools and Order Castles were set up for the most talented school pupils to attend.

Any other valid point

[4]

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

- Workers
- Women?

**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

Workers

- The Nazis believed that everyone should contribute to society by working in some way
- They needed workers to make Germany self-sufficient and to prepare for war

Women

- Women were viewed as very important as they would produce the future generation of soldiers and mothers
- Hitler wanted to ensure that as many racially pure children as possible were born.

Any other valid point [6]

- (ii) How did the Nazis try to reduce unemployment and control the lives of workers between 1933 and 1939?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

Indicative Content

- Professional women and Jews were sacked from their jobs but were not included on the unemployment register. Their jobs could be taken by German men
- The RAD was established and was compulsory for all men aged 18–25. They had to carry out work for the government and food and accommodation were provided
- Conscription was introduced, creating new jobs in the armed forces
- New jobs were created in factories making weapons
- Trade unions were abolished and replaced with the DAF
- Workers had to work longer hours and were not allowed to leave their jobs without permission. Wages were fixed by the government
- Incentives were offered to workers through the Strength Through Joy (KDF) programme, e.g. cheap holidays and Volkswagen cars.

Any other valid point [9]

25



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

(a) Below is a list of words linked to Nazi foreign policy:

USSR	Saarland	Poland	Luftwaffe	Four Year Plan
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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) Voted to rejoin Germany in 1935 Saarland
- (ii) Made an agreement with Germany in 1934 Poland [1]
- (iii) German airforce Luftwaffe [1]
- (iv) German economic preparations for war Four Year Plan [1]
- (v) Country invaded by Germany in 1941 USSR [1]

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

(b) (i) Give **one** reason why the Nazis wanted to take over Poland.

**Target AO1:** Recall of knowledge

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

Any **one** reason:

- The Nazis hated the Polish Corridor as it split German territory in two. They wanted the land back to create Grossdeutschland
- They wanted lebensraum in Eastern Europe
- They believed the Slavic people in Eastern Europe were racially inferior
- Poland had resources which Germany could use to make it self-sufficient.

Any other valid point [2]

(ii) Describe **two** ways in which Germany was able to gain control over the Sudetenland in 1938.

**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:

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

Any other valid point

[4]

- (c) (i) Why did the Nazis want to remilitarise the Rhineland in 1936 and unite Germany with Austria in March 1938?

**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

Rhineland

- They wanted to defend their borders more securely
- They felt that it was humiliating to be forbidden from placing troops on their own territory
- Germany wanted to test the reaction of France to its actions.

Austria

- Many German speakers lived in Austria. Joining with it would help to create Grossdeutschland
- Hitler was born in Austria and he wanted his homeland to be

- German
  - Germany would be able to use the Austrian army
  - It was a way of breaking the Treaty of Versailles.
- Any other valid point [6]

- (ii) How did the Nazis remilitarise the Rhineland in 1936 and unite Germany with Austria by 1938?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

Indicative Content

Rhineland

- Hitler sent 22 000 police and 15 000 soldiers into the Rhineland in 1936
- Hitler moved very cautiously. He only sent 3000 men towards the border with France and the troops had orders to turn back if they were confronted
- Britain was sympathetic to Germany's claim that the Treaty of Versailles was too harsh and France was too weak to take action without Britain's help
- The policy of appeasement followed by Britain and France allowed Hitler to remilitarise the Rhineland.

Austria

- In 1934 Hitler considered taking over Austria but the Italian leader, Mussolini, moved troops to the border. Hitler changed his plans as he felt the German army was not strong enough to fight Italy
- By 1938 Germany and Italy were allies and the German army had grown
- Austrian Nazis began to put pressure on the government to join Austria and Germany together

- Hitler forced Schuschnigg, the Austrian Chancellor, to appoint the Austrian Nazi leader, Seyss-Inquart as Minister of the Interior
  - Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and Schuschnigg was forced to resign
  - Seyss-Inquart became the new Austrian Chancellor and invited the German troops into the country to restore order
  - A plebiscite was held in which 99% of Austrians who voted supported joining with Germany.
- 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 July Days:

Kerensky	Kornilov	Petrograd	Lvov	Lenin
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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)   | City where the July Days took place                       | <u>Petrograd</u> |     |
| (ii)  | Leader of the Provisional Government before the July Days | Lvov             | [1] |
| (iii) | Leader of the Provisional Government after the July Days  | Kerensky         | [1] |
| (iv)  | Fled to Finland after the July Days                       | Lenin            | [1] |
| (v)   | Appointed head of the Russian Army after the July Days    | Kornilov         | [1] |

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

- (b) (i) Give **one** reason for the success of the Bolsheviks in the October Revolution, 1917.

**Target AO1:** Recall of knowledge

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

Any **one** reason:

- Lenin’s return to Russia in April 1917 was important in increasing Bolshevik support
- In the April Theses Lenin called for the overthrow of the Provisional Government and a Bolshevik revolution
- The Provisional Government lacked legitimacy and experience and Dual Authority weakened the authority of the Provisional Government
- The Bolshevik slogan ‘Peace, Bread and Land’ appealed to many Russians and increased support
- The leadership of Lenin and Trotsky was vital in organising the October Revolution.

Any other valid point [2]

- (ii) Describe **two** actions taken by Tsar Nicholas II that made him unpopular in Russia before the February Revolution, 1917.

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

No rewardable material [0]

Action identified but no development [1]

Action identified with some development [2]

Apply above criteria to **each** action

Any **two** actions:

- Nicholas made himself Commander-in-Chief of the Russian army in August 1915. This was a mistake as he was indecisive and lacked leadership skills. Nicholas was now personally responsible for Russia's performance in the war
- In 1915 Nicholas rejected an offer from the Progressive Bloc, representing most of the 4th Duma, to create a government of national unity to co-ordinate Russia's war effort. Nicholas and his government showed themselves increasingly incapable of winning the war
- Nicholas left control of the government to Tsarina Alexandra. She sacked 36 government ministers between 1915 and 1916
- The growing influence of Rasputin, a disreputable monk, also lost respect and support for Nicholas. Many in Russia thought he had too much influence over the Tsar and his wife.

Any other valid point

[4]

- (c) (i) Why did **each** of the following help to cause the downfall of the Provisional Government in October 1917:

- Policies on land and war
- The Kornilov Revolt?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[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

Policies on land and war

- The decision to continue Russia’s involvement in World War One caused tensions between the Provisional Government and the Petrograd Soviet
- Russia’s military weaknesses continued. Problems with supplies of weapons and food shortages continued
- The June Offensive failed and the Russian army suffered 400 000 casualties. There was an increase in desertions and a breakdown of army discipline. This led to the July Days
- The delay in introducing land reform led to the loss of support from the peasants
- By autumn 1917, there was disorder in the countryside as returning soldiers seized land and killed over 2000 landlords and their agents.

The Kornilov Revolt

- In August 1917 Kerensky feared that Kornilov, the new Commander-in-Chief of the Russian army, wanted to overthrow the Provisional Government
- Kerensky released 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
- The Kornilov Revolt highlighted the lack of support from the Russian army for the Provisional Government. It also confirmed Lenin in his plans for the overthrow of the Provisional Government. Lenin set up the Military Revolutionary Committee, led by Trotsky in September 1917.

Any other valid point [6]

(ii) How did World War One affect the lives of **each** of the following groups in Russia by February 1917:

- Peasants
- 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, as a result, 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

- 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. Moscow and Petrograd had only half the 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

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



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

(a) Below is a list of words linked to the early months of Bolshevik rule in Russia:

Sovnarkom	Peasants	Brest-Litovsk	Cheka	Social Revolutionaries
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**Target AO1:** Recall of knowledge

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

- |   |                        |     |
|---|------------------------|-----|
| (i) Group that benefited from the Land Decree                                 | <u>Peasants</u>        |     |
| (ii) Peace treaty between Russia and Germany in 1918                          | Brest-Litovsk          | [1] |
| (iii) Party which won most seats in the election for the Constituent Assembly | Social Revolutionaries | [1] |
| (iv) Bolshevik government set up after the October Revolution                 | Sovnarkom              | [1] |
| (v) Used by Lenin to close down the Constituent Assembly                      | Cheka                  | [1] |

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

(b) (i) Give **one** reason why the Red Terror was introduced by the Bolsheviks during 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 Red Terror was used to increase the size of the Red Army which grew to 5 million due to forced conscription
- The Red Terror was used by Trotsky to turn the inexperienced Red Army into a disciplined, well-led and effective army in the Civil War. Trotsky used the Cheka to shoot all deserters
- The Red Terror was used to remove opponents.

Any other valid point [2]

- (ii) Describe **two** effects of War Communism on the lives of peasants in Russia between 1918 and 1921.

**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:

- Peasants were forced to provide food for the government to feed workers and the Red Army
- Cheka squads seized food from peasants who resisted by growing less food. Over 5 million died from famine between 1920 and 1921
- The unpopularity of War Communism was shown in the Tambov Rising by peasants in 1920.

Any other valid point

[4]

- (c) (i) Why were the White Armies defeated in the Russian Civil War?

**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 White Armies had different aims and were united only by dislike of the Bolsheviks
- The White Armies lacked a single command structure. Their military leaders did not coordinate or communicate with each other
- The White Armies controlled the outlying areas which were sparsely populated. The White Armies were much smaller than the Red Army and comprised only 300 000 compared to 5 million in the Red Army

- The White Armies had inferior weapons and a poor railway network which prevented a coordinated attack by different groups
- The White Armies made little effort to win over the peasants and workers in areas they controlled
- Foreign armies supplied weapons and money to the Whites to help keep Russia in World War One. Bolshevik propaganda portrayed the Whites as unpatriotic.

Any other valid point

[6]

(ii) How were the lives of **each** of the following affected by the New Economic Policy (NEP) in the USSR between 1921 and 1924:

- Peasants
- Workers?

**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

- Under the New Economic Policy (NEP) peasants had to give part of their crops to the state and sell their surplus grain for profit on the open market
- Famine ended and agricultural production began to recover. Grain production 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. They became quite rich and bought extra land and animals. However, most peasants remained poor and continued to use backward methods of farming
- The price of grain fell behind that of industrial goods which made it very difficult for peasants to afford tractors and ploughs. This 'scissors crisis' lasted until 1923 when increased industrial

- production led to a fall in prices
  - Small businesses employing less than 10 workers were returned to private ownership and private trade was legalised which went against communist beliefs
  - Nepmen or small traders controlled private trade. Markets supplying consumer goods, for example shoes and clothes, were controlled by Nepmen. A new currency, the new rouble, was introduced. Many Nepmen made large profits
  - The standard of living of most workers and peasants had improved by 1924.
- Any other valid point [9]

25

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

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

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

Czechoslovakia	Germany	Barbarossa	Finland	Poland
----------------	---------	------------	---------	--------

**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) Country with which the USSR signed a pact in 1935 Czechoslovakia
- (ii) Country with which the USSR was at war in 1940 Finland [1]
- (iii) Country invaded by the USSR in September 1939 Poland [1]
- (iv) USSR signed a treaty with this country in August 1939 Germany [1]
- (v) Plan to invade the USSR in June 1941 Barbarossa [1]

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

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

**Target AO1: Recall of knowledge**

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

Any **one** reason:

- Trotsky’s arrogant and aloof personality made him unpopular in the Bolshevik Party
- Trotsky had been a Menshevik and a late convert to the Bolsheviks in 1917. Some Bolsheviks were suspicious of his motives and ambitions
- Trotsky was Jewish which made him unpopular with some Bolsheviks
- Trotsky’s failure to attend Lenin’s funeral was criticised within the party as a misjudgement. He also failed to agree to the publication of Lenin’s Will which criticised Stalin’s suitability as a leader
- Stalin, the General Secretary, used his position to build up a power

- base by controlling all appointments in the party
- Stalin's skill in outmanoeuvring Trotsky in a battle of personalities and ideas was an important reason why Trotsky failed to become leader.

Any other valid point [2]

- (ii) Describe **two** ways in which the Five Year Plans changed industry in the USSR in the 1930s.

**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

Any **two** ways:

- The Five Year Plans created a planned economy, organised centrally by Gosplan. The three Five Year Plans between 1928 and 1941 set high targets for all factories and industries in order to drive up production
- The focus of the first two Five Year Plans was heavy industry. New industries and towns were developed in the remote areas of East Russia. The third Five Year Plan focused on arms production to meet the threat from Germany
- Between 1928 and 1940, coal production increased from 35 million to 166 million tons and steel from 4 million to 18 million tons. The second Five Year Plan led to significant growth in the metal and chemical industries
- The standard of living of most workers, especially in housing remained poor. The planned increase in production of consumer goods, e.g. shoes and clothes in the second and third Five Year Plans, was abandoned as resources were diverted to the military.

Any other valid point [4]

- (c) (i) Why did Stalin want to change **each** of the following when he became leader of the USSR:

- Agriculture
- Industry?

**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 wanted to build up the USSR's industrial base to enable it to withstand a military invasion from a hostile West Europe. Stalin warned that 'we are 50 to 100 years behind the advanced countries. We must make good this distance in 10 years. Either we do it or we will be crushed'
- Stalin disliked the NEP because of its compromise with capitalism and his dislike of the kulaks and Nepmen. By 1929 Stalin had defeated his rivals in the Politburo and was able to take action
- Stalin was unhappy with the NEP, as industrial production was improving slowly. This crash programme of economic reform in the Five Year Plans is referred to as 'the second revolution'
- Stalin's aims in introducing the Five Year Plans were linked to the modernisation of agriculture through collectivisation. Stalin accused the kulaks of hoarding crops in order to keep food prices high. The use of new machinery would increase production and free millions of peasants to work in the towns
- Industrialisation would increase the proletariat, the backbone of the communist society. This gave an ideological motive for Stalin's decision to introduce the Five Year Plans.

Any other valid point

[6]

- (ii) How did Stalin increase his control over the USSR in the 1930s?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[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 used terror to deal with political opposition. The death of Kirov, the Leningrad Party leader in 1934 marked the start of the Great Purges between 1934 and 1938
- Stalin got rid of most of the middle and upper layers of the Communist Party. 90 out of 139 members of the Central Committee of the Communist Party were killed in these purges. Overall, one-fifth of all members of the Communist Party were expelled or killed in the 1930s
- Stalin embarked on a series of 'Show Trials' against the leading members of the Communist Party, e.g. Zinoviev and Bukharin. They made public confessions to outrageous crimes and were sentenced to death
- In 1938 and 1939 there were purges of the leadership of the army, navy and airforce and the NKVD itself, with the execution of its leader Yagoda
- A climate of fear and suspicion existed in the USSR in the 1930s. Terror became an ever-present reality throughout Russia with the arbitrary arrest and execution of millions. The NKVD or secret police played a key role in enforcing Stalin's policies. Up to 20 million were sent to labour camps or gulags in remote areas such as Siberia where over 60% died due to lack of food and the terrible working conditions
- Stalin used a huge propaganda machine to develop a glorified image of himself throughout the USSR. Through parades in Red Square, control over education, the media and culture, Russian people were told that Stalin was their protector. The cult of personality was effective in increasing Stalin's control.

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 experiences of Black Americans in the 1920s:

Burning Cross	Lynching	Ku Klux Klan	Migration	Jim Crow Laws
---------------	----------	--------------	-----------	---------------

**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)   | Movement of thousands of Black Americans to the Northern States in the 1920s | <u>Migration</u> |     |
| (ii)  | Organisation responsible for violence against Black Americans                | Ku Klux Klan     | [1] |
| (iii) | Led to separation of Black and White Americans in the Southern States        | Jim Crow Laws    | [1] |
| (iv)  | Symbol used to scare Black Americans   | Burning Cross    | [1] |
| (v)   | Illegal killing of Black Americans   | Lynching         | [1] |

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

(b) (i) Give **one** reason why immigrants to the USA faced hostility in the USA in the 1920s.

**Target AO1:** Recall of knowledge

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

Any **one** reason:

- Most new immigrants were Catholic and Jewish, from southern and eastern Europe and did not speak English. These immigrants were seen as a threat to the American way of life by the WASPs
- Immigrants were seen as a threat to the jobs of WASPs as they undercut wages
- Most immigrants lived in ghettos in the big cities and were linked to a growth in crime, e.g. the Mafia emerged in the 1920s
- Immigrants were linked to communism and anarchism. There were strong fears about communism in the USA in the 1920s
- Some immigrants faced violence from the Ku Klux Klan, an

organisation with 5 million members in the 1920s which hated all foreigners.

Any other valid point [2]

- (ii) Describe **two** ways in which the law on Prohibition was broken 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 a change with no development [1]

Able to identify and describe one way [2]

Apply above criteria to each way

Any **two** ways:

- Moonshine, home-made alcohol of variable quality was widely made using illegal stills in people’s homes. More than 280 000 illegal stills were seized In 1930
- Speakeasies or illegal bars were set up. There were 20 000 speakeasies in New York in 1930
- Bootlegging or smuggling alcohol from Canada or on ships called ‘rum runners’ from the West Indies was widespread and profitable. Gangs, especially the Mafia, controlled the illegal importing of alcohol
- Corruption and violence increased as police and prohibition agents accepted bribes. Many politicians and judges were in the pay of the Mafia. Violence increased, e.g. the Mafia was responsible for 400 deaths, especially the St Valentine’s Day Massacre in Chicago in 1929
- Only 2300 prohibition agents were employed to enforce the law. They were badly paid and the area they had to patrol was too large. Many were threatened and one in twelve was sacked for accepting bribes.

Any other valid point [4]

- (c) (i) Why did the American economy grow in the 1920s?

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

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

accuracy.

### Level 3 ([5]–[6])

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

#### Indicative Content

- A range of new products, e.g. plastic and nylon was invented
- New methods of mass production were pioneered in the motor car industry and consumer goods that made the products affordable for many Americans
- The motor car industry became the leading industry in the 1920s. By 1929 over 26 million cars were made in the USA. One in seven factory workers produced cars. Henry Ford built huge factories in Detroit and Toledo
- The car industry led to ancillary industries and was a major cause of the growth of the glass, rubber, steel and oil industries. The development of the road network provided employment in construction
- The availability of credit allowed people to buy goods on hire purchase. This encouraged people to buy now and pay later
- Government policy of low taxation and little interference encouraged industry and helped economic growth. The Fordney McCumber Laws, 1923 protected American industry by putting taxes on foreign imports.

Any other valid point

[6]

- (ii) How did the cinema and jazz music affect the lives of Americans 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

- Jazz music became very popular among young people. New daring dances like the Charleston and Black Bottom became popular
- Jazz music was linked to the speakeasies. Drinking alcohol and dancing became an important part of the social lives of many young people
- The influence of jazz on the morals of young people was criticised by churches and conservative groups
- Black musicians and jazz bands such as Louis Armstrong's 'Hot Five' and musicians for example, Fats Waller, made big profits from live performances and records of their music
- The cinema was a new way of spending leisure time. 110 million visited the cinema each week to see the silent movies
- The emergence of movie stars, e.g. Gloria Swanson and Rudolf Valentino influenced the attitudes and behaviour of young people. People bought magazines to read about the lives of the film stars and imitate their fashion.

Any other valid point

[9]

25

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

(a) Below is a list of words linked to the Wall Street Crash:

Confidence	On the Margin	Stockbroker	Black Thursday	Speculation
------------	---------------	-------------	----------------	-------------

**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) Day when the value of shares collapsed Black Thursday
- (ii) Person who organised buying and selling of shares Stockbroker [1]
- (iii) Feeling that prosperity in the USA would continue Confidence [1]
- (iv) Buying shares by borrowing 90% of the value of the share On the Margin [1]
- (v) Buying shares for short-term gain Speculation [1]

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

(b) (i) Give **one** reason why F.D. Roosevelt won the election for President in 1932.

**Target AO1: Recall of knowledge**

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

Any **one** reason:

- Roosevelt was a good public speaker and conducted an effective election campaign. He visited many states and promised to play an active role in reducing unemployment and ending the Great Depression
- Roosevelt had a warm homely personality and won the confidence of many Americans. Roosevelt's mobility was affected by polio which gave him a greater empathy with the unemployed and disadvantaged
- Roosevelt's wife Eleanor played an active role meeting people in the election campaign and was widely credited with increasing Roosevelt's popularity
- Hoover stayed in Washington for much of the election campaign. He was unpopular and aloof. He was blamed for the effects of the Depression.

Any other valid point [2]

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

- Investors in shares
- Banks 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 **one** effect:

Investors in shares

- There was little regulation of the Stock Exchange. Most speculators bought shares 'on the margin' with borrowed money. Speculators could borrow 90% of the share price and sell the shares later at a profit
- During the Wall Street Crash banks put pressure on investors to sell their shares to repay loans. This increased panic selling of shares and contributed to the collapse in share values in October 1929
- Thousands of investors were bankrupt and forced to sell cars and consumer goods to raise funds to repay bank loans. Many were forced to sell their homes. There was an increase in the number of suicides in the USA.

Any **one** effect:

Banks in the USA

- Banks lent money to speculators to buy shares 'on the margin' and many banks had invested money in shares. The Wall Street Crash led to panic selling of shares and a collapse in prices
- Many banks suffered a cash flow crisis because many speculators were unable to repay debts. 642 banks collapsed in 1929
- Customers with savings in banks began to panic and withdraw their savings. This panic rush by savers led to the collapse of over 4000 small independent banks by 1933. Nine million lost their savings. The American banking system was on the verge of collapse by 1932.

Any other valid point

[4]

(c) (i) Why were farmers and sharecroppers badly affected by the Great Depression?

**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

- Tariffs reduced food exports which led to overproduction of food and a fall in prices
- Over half of Americans lived in rural areas and 3 million farming families earned less than \$1000 per year. During the Great Depression farm income fell from \$13 billion to \$7 billion
- In the 1920s farmers borrowed from banks to buy machinery and increase production. However, as food prices continued to fall, farm debt increased to \$2 billion by 1929. This led to an increase in evictions during the Great Depression
- Increased mechanisation, e.g. combine harvesters led to thousands of farm labourers losing their jobs. They experienced poverty and hardship
- The continued fall in demand for, and price of, cotton increased hardship for sharecroppers. Thousands of sharecroppers migrated in search of work in the northern cities
- The Dust Bowl in the Midwest, mainly Oklahoma and Arkansas, caused thousands of farmers to lose their land. Most were forced to migrate to work as farm labourers in the fruit farms in California.

Any other valid point [6]

- (ii) How did President Hoover deal with the effects of the Great Depression on industry and the unemployed 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 believed in laissez-faire or no federal government interference in the economy. He played down the scale and severity of the Great Depression and promised that 'Prosperity was just around the corner'. He believed in 'Rugged Individualism' and that private charities and state governments should deal with hardship
- Hoover did little to help the unemployed until 1931. He relied on Voluntarism, by encouraging employers not to sack workers or reduce wages. However, unemployment increased from 1.5 million in 1929 to 14 million in 1932
- Hoover cut taxes by \$130 million in 1930 to try to stimulate the economy
- In 1931 he spent \$423 million on a building programme that provided federal government-funded jobs, e.g. the Hoover Dam project on the Colorado River. These schemes made little impact in reducing unemployment in the USA
- In 1931 Hoover reversed his laissez-faire policy and set up the Reconstruction Finance Corporation. The federal government lent \$1500 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
- President Hoover set up POUR (President's Organisation for Unemployment Relief) in 1931 to organise a national fundraising campaign to help ease the effects of poverty. While it raised significant sums of private money, it was insufficient to deal with the effects of the Depression.

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 Tennessee Valley Authority (TVA):

Dams	Mississippi	Soil Erosion	Tourism	New Industries
------	-------------	--------------	---------	----------------

**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)   | State that benefited from the TVA                                | <u>Mississippi</u> |     |
| (ii)  | Built by the TVA to control flooding by the Tennessee River      | Dams               | [1] |
| (iii) | Major problem in the Tennessee Valley before the TVA             | Soil Erosion       | [1] |
| (iv)  | Became an important source of income in the Tennessee Valley     | Tourism            | [1] |
| (v)   | Moved to the Tennessee Valley as a result of the work of the TVA | New industries     | [1] |

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

(b) (i) Give **one** reason why unemployment in the USA was affected by World War Two between 1939 and 1941.

**Target AO1:** Recall of knowledge

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

Any **one** reason:

- After the outbreak of World War Two in Europe in 1939, Roosevelt ordered preparations to strengthen America’s defences. This led to the creation of jobs making weapons, tanks and planes
- The USA sold billions of dollars of military equipment to Britain through the Cash and Carry Act and the Lend Lease Act. This created thousands of jobs in making weapons, the aircraft and shipbuilding industries
- Conscription was introduced in 1940 when all men between 18 and 45 were enlisted. This led to a further reduction in unemployment. After the Japanese attack at Pearl Harbor in 1941, full conscription was introduced. This led to a further decrease in unemployment.

Any other valid point [2]

- (ii) Describe **two** ways in which agriculture and the lives of farmers were affected by the Agricultural Adjustment Administration (AAA).

**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 Agricultural Adjustment Administration (AAA) aimed to improve agriculture by increasing farm prices and the incomes of farmers. The AAA was set up to deal with the problems of over-supply and low prices
- The AAA compensated farmers who reduced the amount of crops sown and animals bred. Six million piglets were killed and ten million acres of cotton were ploughed up. By 1939 food prices increased and farm income doubled
- The Farm Credit Administration provided funds at low interest to farmers to help them pay off their debt and prevent evictions. 20% of farmers used FCA funds and farm debt was halved by 1939
- The AAA did not help the farm labourers and sharecroppers. Many were evicted as farmers bought machinery with government loans.

Any other valid point [4]

- (c) (i) Why did different groups and individuals in the USA 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

- Most of the 9 judges in the Supreme Court were Republican and were hostile to the active role of the federal government in the New Deal
- The Supreme Court rejected important parts of the Agricultural Adjustment Administration (AAA) because only state governments could give financial help to farmers
- In 1935 the Supreme Court found the National Recovery Administration (NRA) codes unconstitutional in the Sick Chickens Case
- The Republican Party claimed that Roosevelt was making the federal government too powerful. They accused Roosevelt of behaving like a dictator
- The Republican Party accused Roosevelt of excessive spending of taxpayers' money. The New Deal agencies cost \$17 billion. They pointed to the waste of money, e.g. the 'boondoggles' as part of the WPA schemes
- Businessmen accused Roosevelt of turning the USA into a socialist state, e.g. by legalising trade unions and increasing workers' rights. Roosevelt was seen as a traitor to his class
- Huey Long, Democrat Governor of Louisiana, believed that the New Deal was not radical enough to reduce poverty
- Dr Francis Townsend wanted improved pensions for the elderly who suffered during the Depression.

Any other valid point [6]

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

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

Indicative Content

- Roosevelt had promised that reducing unemployment was a central aim of the New Deal. The Works Progress Administration (WPA) and the Public Works Administration (PWA) were the two New Deal agencies set up to reduce unemployment
- The PWA led by Harold Ickes provided work schemes for skilled workers, e.g. electricians and engineers. It spent \$7 billion on public work schemes between 1933 and 1939 and built 70% of American schools and 35% of American 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 PWA and the WPA employment schemes gave the unemployed skills and self confidence
- The Civilian Conservation Corps (CCC) provided work, mainly planting trees or conservation projects for over 2 million single unemployed men under 25. Many were unskilled and homeless or lived in Hoovervilles
- The CCC aimed to give unemployed young men a sense of purpose and improved self confidence. CCC workers lived in work camps and received \$1 per day and free food. They were taught work skills which made it easier for them to get jobs afterwards.

Any other valid point

[9]

25

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 Anglo-Irish Relations up to the outbreak of World War Two:

Lord Craigavon	Douglas Hyde	Eamon de Valera	Neutral	Neville Chamberlain
----------------	--------------	-----------------	---------	---------------------

**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) Country which does not take part in a war    | <u>Neutral</u>      |     |
| (ii) First President of Éire                     | Douglas Hyde        | [1] |
| (iii) Prime Minister of Northern Ireland in 1938 | Lord Craigavon      | [1] |
| (iv) British Prime Minister in 1938              | Neville Chamberlain | [1] |
| (v) Leader of the Éire government in 1938        | Eamon de Valera     | [1] |

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

(b) (i) Give **one** term of the Anglo-Irish Agreements of 1938.

**Target AO1:** Recall of knowledge

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

Any **one** term:

- Éire was to remove all special taxes placed on British goods sold in Ireland
- Éire was to pay Britain £10 million as a final settlement of all debts owed to Britain
- Britain was to remove all special taxes placed on Irish goods sold in Britain
- Britain was to leave the naval bases occupied by British troops under the Anglo-Irish Treaty of 1921.

Any other valid point [2]

- (ii) Describe **two** effects of the Anglo-Irish Agreements of 1938.

**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 an effect [2]

Apply above criteria to each effect

Any **two** effects:

- The Economic War was ended
- Chamberlain believed that by making concessions to de Valera that Éire would take Britain's side in a war against Germany
- The issue of the treaty ports was resolved
- De Valera felt it helped to strengthen the 26 counties and would safeguard neutrality
- Some British politicians, such as Winston Churchill, were unhappy with the Anglo-Irish Agreements
- Some unionists were also concerned, fearing that it may lead to the reunification of Ireland.

Any other valid point

[4]

- (c) (i) Why did an Economic War break out between Britain and the Irish Free State in 1932?

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

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

Indicative Content

- De Valera 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 £5 million per year
  - Britain imposed a 20% duty on Irish imports to the UK
  - De Valera retaliated by imposing a 20% duty on UK imports to Éire.
- Any other valid point [6]

- (ii) How did Britain and Northern Ireland prepare for war between 1938 and 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]–[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

Britain

- Developed radar protection
- Increased production of bombers, e.g. Lancasters
- Reorganisation of the RAF
- Continued to develop anti-aircraft guns, searchlights, barrage balloons
- April 1939, conscription was introduced in Britain
- Plans were drawn up for evacuation of women and children

Northern Ireland

- Increased rearmament
- Began production of anti-aircraft shells in 1938
- Passed special legislation to prepare for war, e.g. Air Raid Precaution Act
- By August 1939, trenches had been dug and gas masks tested
- There was complacency, based on the belief that Northern Ireland was too far away to be targeted by air attack
- Limited evacuation plans were made.

Any other valid point [9]

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

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

(a) Below is a list of words linked with the experience of war, 1939–1945:

James Magennis	Winston Churchill	Operation Sealion	Ballykelly	U-boat
----------------	-------------------	-------------------	------------	--------

**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) Airbase in Northern Ireland during World War Two Ballykelly
- (ii) German submarine U-boat [1]
- (iii) Sailor from Northern Ireland who won the Victoria Cross James Magennis [1]
- (iv) German plan to invade Britain in 1940 Operation Sealion [1]
- (v) British Prime Minister in May 1940 Winston Churchill [1]

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

(b) (i) Give **one** way in which Northern Ireland’s agriculture helped the British war effort.

**Target AO1:** Recall of knowledge

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

Any **one** way:

- More ground was used for growing crops
  - Northern Ireland supplied 20% of UK’s eggs
  - Northern Ireland exported £3 million of cattle and sheep each year
  - Scotland received 100 000 litres of Northern Irish milk every day.
- Any other valid point [2]

(ii) Describe **one** effect of **each** of the following on the lives of people in Northern Ireland:

- Blackouts
- Rationing.



**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 an effect [2]

Apply above criteria to each effect

Any **two** effects:

Blackouts

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

Rationing

- By 1941 goods such as fresh meat and dairy produce became more difficult to source, especially in towns
- Goods such as sugar, butter, eggs and bread were rationed. Imported foods like bananas and oranges were very scarce and regarded as luxuries
- Fuel shortages had an impact on the use of cars, more public transport was used as a result
- For those close to the border, smuggling eased the shortages
- Some bought goods on the black market.

Any other valid point

[4]

(c) (i) Why was Belfast so badly affected by the Blitz of 1941?

**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

- Lack of preparation by the Stormont government, for example, lack of adequate defences – only 22 anti-aircraft guns, few barrage balloons
- Measures to protect the civilian population were inadequate and were not enforced, for example, shelters for only a quarter of the people in Belfast. Civilians were not evacuated although air-raids were expected by the government
- The Germans carried out sustained attacks on industrial and military targets in central, north and east Belfast. These were situated close to densely-populated areas. Over 50% of the houses in Belfast were damaged or destroyed
- Belfast experienced four raids from the German air force in April and May 1941. Over 150 German bombers attacked Belfast. 955 people were killed, 2400 were injured and 100 000 made homeless
- There was complacency about evacuation and blackout procedures in Belfast. Few people believed that Belfast would be a target
- The Germans attacked when there was a full moon and were able to see their targets.

Any other valid point

[6]

- (ii) How did the government of Éire carry out a policy of neutrality 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

- Éire remained neutral and de Valera tried to take a neutral stance on the war. News bulletins gave factual reports of the war and no weather forecasts were given to avoid helping either side
- De Valera resisted British attempts to persuade him to join the war,

- e.g. the promise to end partition
- Éire adopted a policy of Benevolent Neutrality which favoured Britain and the Allies. Allied airmen who crashed in Éire were allowed to go back to Britain while German airmen were imprisoned
  - During the Belfast Blitz in April 1941, de Valera sent fire engines to Belfast
  - 42 000 Irish citizens joined the British army and thousands worked in British munitions factories
  - De Valera allowed Allied planes to use the Donegal Air Corridor as a short cut on missions to patrol the Atlantic
  - De Valera visited the American and German embassies in Dublin in 1945 to express sympathy on the deaths of Roosevelt and Hitler.
- Any other valid point [9]

AVAILABLE  
MARKS

25

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

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

Clement Attlee	John Costello	Aneurin Bevan	Sir Basil Brooke	Lord Beveridge
----------------	---------------	---------------	------------------	----------------

**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)   | His report helped to introduce the Welfare State           | <u>Lord Beveridge</u> |     |
| (ii)  | Prime Minister of Britain who introduced the Welfare State | Clement Attlee        | [1] |
| (iii) | Minister of Health in Britain                              | Aneurin Bevan         | [1] |
| (iv)  | Unionist leader who opposed the Welfare State              | Sir Basil Brooke      | [1] |
| (v)   | Taoiseach of Éire in 1949                                  | John Costello         | [1] |

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

- (b) (i) Give **one** reason why life in Éire was difficult between 1945 and 1949.

**Target AO1:** Recall of knowledge

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

Any **one** reason:

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

Any other valid point [2]

- (ii) Describe **two** effects of the Declaration of the Republic of 1949 on relations between Éire and Great Britain.

**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 an effect [2]

Apply above criteria to each effect

Any **two** effects:

- Britain accepted the Declaration of the Republic calmly as the last stage in removing Britain's links with Éire though Attlee expressed sadness at the decision
- Attlee, the British Prime Minister, recognised the special links between the two countries
- People from the Republic of Ireland did not require a passport or work permit to live in Britain and could vote in British elections
- After the Declaration of the Republic, Britain introduced the Ireland Act in 1949 to give a constitutional guarantee that Northern Ireland would remain part of the United Kingdom as long as the majority of people wanted this.

Any other valid point [4]

- (c) (i) Why did the government of Éire declare a Republic in 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

- Relations were poor between Éire and Britain in the years immediately after the war
- A new Inter-party government was formed in February 1948. This government sought to redefine the confused relationship between

- Éire and Britain
  - Éire was in practice, though not in name, a republic, having disowned all links with the British crown while still officially a member of the Commonwealth
  - The new government in Éire wished to pressure Britain to end partition.
- Any other valid point [6]

(ii) How did the Welfare State affect the lives of people in Northern Ireland?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

Indicative Content

- The National Health Service (NHS) was established in July 1948
- Free prescriptions, medical, dental and optical treatment led to an improvement in health standards
- By 1962, Northern Ireland had the lowest death rate in the United Kingdom
- Diseases such as tuberculosis and polio were almost totally eradicated
- Improved benefits such as family allowance and sickness benefits improved the quality of life for the poorest groups
- A Housing Trust was set up to build houses using central government money. Orlits and Housing Trust estates, e.g. the Woodlands at Gilford, were built
- Education reform increased standards and provision of education
- Compulsory school attendance was increased to 15. Grammar school education was free to all students who passed the 11+ examination.

Any other valid point [9]

**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 events in Northern Ireland in the 1960s:

B Specials	Bombing Campaign	Reverend Ian Paisley	Cardinal Conway	Visits
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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) Part-time police force resented by nationalists         | <u>B Specials</u>    |     |
| (ii) Used by O’Neill to improve relations with nationalists | Visits               | [1] |
| (iii) Leader of Ireland’s Catholics                         | Cardinal Conway      | [1] |
| (iv) Carried out by the UVF in 1969                         | Bombing Campaign     | [1] |
| (v) Unionist leader   | Reverend Ian Paisley | [1] |

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

- (b) (i) Give **one** reason why O’Neill wanted to improve the economy in Northern Ireland in the 1960s.

**Target AO1:** Recall of knowledge

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

Any **one** reason:

- Unemployment was high
- Northern Ireland’s traditional industries, such as shipbuilding, were in decline
- O’Neill believed that improvements in the economy would improve community relations.

Any other valid point [2]

- (ii) Describe **two** ways in which the economy of Northern Ireland improved in the 1960s.

**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:

- Multinational firms such as Dupont, Grundig and ICI were attracted 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 established in Coleraine to help provide a more skilled and better educated workforce
- 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

[4]

- (c) (i) Why did O'Neill want to improve relations with nationalists in Northern Ireland and with the Republic of Ireland?

**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

- O'Neill believed that discrimination needed to end and he wanted to take religion out of politics



- He wished to make nationalists in Northern Ireland feel less hostile to the unionist government and to make them feel a part of Northern Ireland
- O'Neill believed that improving relations between nationalists and unionists would have a positive effect on the Northern Ireland economy
- He believed there were economic benefits for both Northern Ireland and the Republic of Ireland to having links with the Republic of Ireland
- O'Neill hoped that improving relations with the Republic of Ireland would help improve relations between the unionist government and nationalists in Northern Ireland.

Any other valid point [6]

- (ii) How did the Northern Ireland Civil Rights Association (NICRA) and the People's Democracy (PD) try to gain civil rights for people in 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

- NICRA made lists of demands such as one man one vote, fair housing allocation and an end to discrimination in the allocation of government jobs
- NICRA held a housing protest in Caledon Co. Tyrone, led by Nationalist MP Austin Currie, in protest at unfair housing allocation by the Dungannon Rural District Council
- NICRA held a march from Coalisland to Dungannon in August 1968 to highlight the housing situation
- There was a NICRA march in Derry/Londonderry October 1968. This was banned, but went ahead anyway. This led to clashes between the RUC and the marchers, with heavy-handed tactics

- being used by the police
  - NICRA made attempts to get publicity. The NICRA march in Derry/Londonderry was filmed by an RTE television crew
  - There was a PD march from Belfast to Derry/Londonderry January 1969. The PD ignored condemnation from the NICRA and nationalist leaders, provoking unionists further by going through a number of Protestant areas.
- Any other valid point [9]

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**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:

Official IRA	Britain	Republic of Ireland	Social Democratic and Labour Party (SDLP)	Alliance Party
--------------	---------	---------------------	---	----------------

**Target AO1:** Recall of knowledge

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

- (i) Political party led by Oliver Napier Alliance Party [1]
- (ii) Republican organisation Official IRA
- (iii) Nationalist party in Northern Ireland which opposed internment Social Democratic and Labour Party (SDLP) [1]
- (iv) Country which introduced Direct Rule to Northern Ireland Britain [1]
- (v) Country which shared a border with Northern Ireland Republic of Ireland [1]

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

(b) (i) Give **one** reason why some nationalists in Northern Ireland supported the Provisional IRA.

**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 Provisional IRA aimed to achieve a united Ireland, which nationalists wanted
  - The Provisional IRA defended nationalist areas in Belfast from loyalist and police attacks in the summer of 1969
  - It aimed to drive British troops out of Northern Ireland. Many nationalists wanted to see this
  - It wanted more civil rights for Catholic people in Northern Ireland.
- Any other valid point [2]

- (ii) Describe **two** responses to the events of Bloody Sunday, 1972.

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

No rewardable material [0]

Able to identify a response with no development [1]

Able to identify and describe a response [2]

Apply above criteria to each response

Any **two** responses:

- There were immediate expressions of grief and anger from nationalists
- Nationalists claimed that the victims were totally innocent and that the Parachute Regiment carried out an unprovoked attack
- IRA violence increased and IRA recruitment rose, especially in the Derry/Londonderry area
- Unionists regretted the deaths but believed that the march had been illegal and provocative
- Ulster Vanguard was set up by William Craig.

Any other valid point

[4]

- (c) (i) Why did nationalists oppose internment?

**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

- Internment was seen by nationalists as an abuse of their civil rights. The police had the power to arrest, interrogate and detain without trial
- It was directed against nationalists. The first loyalist was not interned until February 1973
- Much of the information used to arrest suspects was out of date.

It was based on information on the Official IRA, rather than on the Provisional IRA

- Many of those interned were innocent. Of the first 452 suspects arrested after internment was introduced, not one was a leading member of the Provisional IRA
- Interned IRA suspects suffered torture and beatings.

Any valid point

[6]

- (ii) How did relations between nationalists and the British Army change between 1969 and 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

- In August 1969, Nationalists welcomed British troops at first. In Belfast troops were greeted with tea, cakes and buns by nationalists
- Nationalists in 1969 saw British troops as their protectors
- The IRA saw the British Army as an occupying force
- The honeymoon period came to an end. Catholics began to lose patience with the intrusion of a military presence on their streets
- The Falls Road curfew, July 1970, lasted 34 hours while house-to-house arms searches were carried out. This weakened the good relationship that had existed between the army and the nationalists. IRA recruitment grew after this
- Internment was introduced in August 1971. The army helped to carry out internment, and their reputation with nationalists suffered.

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:

Sinn Féin	Brighton	Power-Sharing Assembly	Hillsborough	Democratic Unionist Party (DUP)
-----------	----------	------------------------	--------------	---------------------------------

**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)   | Parliament set up in Northern Ireland in 1973           | <u>Power-Sharing Assembly</u>   |     |
| (ii)  | Place where the Anglo-Irish Agreement was signed        | Hillsborough                    | [1] |
| (iii) | Political group which opposed power-sharing             | Democratic Unionist Party (DUP) | [1] |
| (iv)  | Political group which supported the Hunger Strikes      | Sinn Féin                       | [1] |
| (v)   | Place where an IRA bomb almost killed Margaret Thatcher | Brighton                        | [1] |

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

- (b) (i) Give **one** reason why many nationalists supported the Hunger Strike of 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:

- Nationalists were dismayed by British Prime Minister Margaret Thatcher’s approach in dealing with the hunger strikers. They believed it was heavy-handed
  - The Hunger Strike of 1981 attracted much media attention which helped gain support
  - The hunger strikers came from the nationalist community
  - Nationalists were won over by the readiness of the hunger strikers to die for their beliefs
  - Many nationalists sympathised with the aims of the hunger strikers.
- Any other valid point [2]

- (ii) Describe **two** effects of the Hunger Strikes of 1980 and 1981 on nationalists in Northern Ireland.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe an effect [2]

Apply above criteria to each effect

Any **two** effects:

- The 1980 Hunger Strike attracted little interest from nationalists
- Nationalists were angered at what they saw as the insensitive approach to the hunger strikers of the British government
- Nationalists showed their sympathy for the hunger strikers by electing Bobby Sands, IRA commander in the H blocks, as MP for Fermanagh/South Tyrone
- There was a massive turnout by nationalists at the funerals of the hunger strikers
- Nationalists showed their support for the hunger strikers' beliefs when Gerry Adams was elected MP for West Belfast in 1983
- Nationalist respect and support for the IRA grew.

Any other valid point

[4]

- (c) (i) Why did many unionists oppose the Anglo-Irish Agreement of 1985?

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

- Unionists felt they had been abandoned by their own government
- Unionists felt betrayed by Margaret Thatcher, whom they had believed to be on their side after the Hunger Strikes and the New

- Ireland Forum
  - Unionists believed that this process would lead to a united Ireland
  - They objected to the Intergovernmental Conference which would involve both the British and Irish governments
  - This would deal with issues such as security, legal and political matters within Northern Ireland
  - Unionists were angry that they had not been consulted – the meetings to draft the deal had taken place in secret
  - Unionists called the Anglo-Irish Agreement the ‘Dublin Diktat’.
- Any other valid point [6]

- (ii) How did unionists and nationalists in Northern Ireland respond to the introduction of power-sharing in 1973 and 1974?

**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

- Anti-power-sharing unionists (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 11 out of the 12 seats
- In May 1974 the Ulster Workers’ Council (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.



Nationalists

- The SDLP supported power-sharing, seeing it as a chance for peace and for improving links with the Republic of Ireland. The SDLP took part in the power-sharing Executive
- When the power-sharing Executive fell, SDLP leaders claimed that power-sharing had not been given a chance to succeed
- The IRA was not satisfied with power-sharing and continued with its campaign of violence.

Any other valid point

[9]

**Total**

**AVAILABLE  
MARKS**

25

**100**





