



Rewarding Learning

**General Certificate of Secondary Education
2015**

History

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

[GHY12]

MONDAY 1 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

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

The Purpose of Mark Schemes

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

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

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

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

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

Section A

Option 1: Germany 1918–1941

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

- (a) Give **two** effects of the Great Depression on the German people between 1929 and January 1933.

Target AO1: Recall of knowledge.

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

Any **two** effects:

- Businesses throughout Germany went bankrupt
- Unemployment reached a high of 6 million
- Many people could not afford to pay their rent and became homeless
- Thousands of children and old people died as a result of malnutrition and hunger related diseases.

Any other valid point

[2]

- (b) How did Hitler and the Nazis try to win support in Germany between 1919 and 1923?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- The German Workers' Party changed its name to the National Socialist German Workers' Party to broaden its appeal
- With Hitler as leader, they began to organise themselves into a political party when the Twenty-Five Point Programme was launched in 1920. This laid out Nazi ideas such as lebensraum, anti-Semitism and strong government
- The SA was formed as a military wing of the party and the swastika

was adopted as the symbol of the party. These moves were designed to make the party appear strong and ready to take action against the Weimar Government

- They were based in only one area of Germany, Bavaria, but aimed to gain more widespread recognition
- Along with General Ludendorff and some members of the SA, Hitler entered a beer hall in Munich in November 1923, where the Bavarian government leaders were holding a meeting
- He asked von Kahr and von Lossow to support him on a march from Munich to Berlin to take power in a putsch in November 1923. They agreed as they were afraid of what the Nazis might do.

Any other valid point

[5]

- (c) How did the actions of Weimar politicians help Hitler to become Chancellor of Germany by January 1933?

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The Weimar governments could not decide how to deal with the Great Depression
- Chancellor Müller wanted to raise unemployment benefit and cut taxes, but could not get a majority in the Reichstag to pass this and had to resign
- When Brüning became Chancellor of Germany he made unpopular decisions, such as cutting benefits and raising taxes. He was nicknamed the ‘Hunger Chancellor’ and was forced to use Article 48 to get new laws passed
- The crisis continued and by 1932 unemployment reached a high of 6 million. The German people lost faith in the ability of the government to deal with the crisis
- Hitler and the Nazis won 37.3% of the vote in the July 1932 elections but Hindenburg would not allow Hitler to become Chancellor
- Von Papen, then von Schleicher, became Chancellor. Both had to use Article 48 to pass new laws and so the German people got used to

dictatorship

- Von Papen asked Hitler to work with him to get into power – Hitler would be Chancellor and von Papen Vice-Chancellor
- Hindenburg was convinced that Hitler could be controlled and so Hitler became Chancellor on 30 January 1933.

Any other valid point

[6]

(d) Explain how Germany was affected by changes in the economy from 1919 to 1924. In your answer refer to the guidelines and use other relevant knowledge.

- The economic effects of the Treaty of Versailles and hyperinflation
- The policies of Gustav Stresemann.

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

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

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

The economic effects of the Treaty of Versailles and hyperinflation

- The Treaty of Versailles took land away from Germany which contained 16% of its coalfields and half of its iron and steel industry. This meant that more raw materials had to be imported from abroad
- The Treaty reduced the size of Germany's armed forces, so the number of people who were unemployed went up
- Germany was blamed for starting the war and so had to pay reparations. This sum was fixed at £6600 million in 1921
- The German government failed to keep up with reparations so the French invaded the Ruhr area to take goods from the Germans instead of money
- The German government ordered passive resistance so there would be nothing for the French to take. This also meant that no goods were

- being produced for Germany to export
- The Government still had to pay striking workers so it printed extra money to do this
- The Government continued to print extra money with no gold to back it up and this led to hyperinflation
- Many people lost savings
- Those on fixed incomes such as pensions suffered, as the money they received did not increase
- People with loans benefited as they could pay them off easily
- Many people bartered goods rather than using money
- People were often paid twice daily.

The policies of Gustav Stresemann

- Stresemann got the workers in the Ruhr to end passive resistance, getting production going again
- Germany did not have to rely on importing fuel and did not have to pay striking workers
- Germany started paying reparations again, which led to the French leaving the Ruhr
- A new currency, the Rentenmark, was introduced. One Rentenmark was worth 1000 billion old marks. A new national bank was established
- These actions meant that other countries began to have more trust in Germany again
- The Dawes Plan allowed Germany to pay reparations over a longer period of time
- It also brought in loans from the USA which provided investment for German businesses.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** actions taken by the Nazis in 1933 to consolidate their power.

Target AO1: Recall of knowledge.

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

Any **two** actions:

- The Law for the Protection of People and State gave the government emergency powers
- In February, a new law forbade newspapers and public meetings from criticising Hitler and his government
- The Enabling Law of March 1933 allowed Hitler to pass laws without consulting the Reichstag or President for four years
- Trade unions were banned in May 1933
- A one-party state was established in July 1933.

Any other valid point

[2]

- (b) In what ways did the Nazis try to improve the German economy between 1933 and 1939?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- The RAD was established and was compulsory for all men aged 18–25. They had to carry out work for the government, such as road building and tree planting, for a very small amount of money
- This took them off the unemployed register and provided cheap labour for state building programmes
- Conscription was introduced which created many new jobs
- New jobs were created in factories making weapons and ersatz products
- Trade unions were abolished and replaced with the DAF so that strikes did not prevent workplaces from being efficient

- Workers had to work longer hours and were not allowed to leave their jobs without permission to ensure that as many people as possible remained in employment
- Wages, rents and prices were fixed by the government to avoid inflation
- In 1934 Schacht introduced the New Plan which cut welfare spending and limited imports. It also encouraged trade agreements with other countries.

Any other valid point [5]

- (c) How did Hitler and the Nazis change the lives of women between 1933 and 1939?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- Professional women were sacked from their jobs so that they could concentrate on childbearing
- Women were expected to concentrate on the 3 Ks – Kinder, Kirche, Küche (children, church, cooking)
- Women were discouraged from dieting and smoking, as these may have interfered with fertility
- Women were encouraged to exercise and to dress traditionally and go without make-up
- The Motherhood Cross was introduced as an incentive for women to have more children – bronze for 4, silver for 6, gold for 8. It was awarded to women on the birthday of Hitler's mother
- To encourage women to have larger families, newly-married couples were given a loan of 1000 marks. For each child they had they could keep a quarter of this
- Lebensborn were established to encourage single women to become pregnant by SS men. Childless couples were encouraged to divorce so that the women could have the chance of becoming pregnant with someone else.

Any other valid point [6]

(d) Explain how Nazi policies affected the churches and the lives of Jews in Germany between 1933 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- Actions towards the churches
- Laws and actions towards Jews.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

Actions towards the churches

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

Laws and actions towards Jews

- In April 1933 there was a one day boycott of Jewish businesses
- Jews were forbidden from joining the army and could not have government jobs
- Jews had to register their property, making it easier for the Nazis to

- confiscate
 - Jewish teachers were sacked
 - Jewish doctors, dentists and lawyers were not allowed to treat or work for Aryans
 - In 1935, the Law for the Protection of German Blood and Honour banned marriage between Jews and Aryans as well as sexual relations outside marriage. Jewish people had their German citizenship taken away from them. Collectively these were known as the Nuremberg Laws
 - During Kristallnacht in November 1938 Jewish homes, shops and synagogues were destroyed. Thousands of Jews were sent to concentration camps and dozens were killed. Jews were fined for the damage caused and were forced to clean the streets afterwards
 - Jewish women had to include Sarah in their name and men had to include Israel
 - Jewish passports were stamped with the letter J.
- Any other valid point [12]

Candidates must address both guidelines to access Level 3

25

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

(a) Give **two** aims of Nazi foreign policy.

Target AO1: Recall of knowledge.

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

Any **two** aims:

- Break the Treaty of Versailles
- Restore German military power
- Gain lebensraum in Eastern Europe
- Create Grossdeutschland by bringing all German-speaking territories together
- To destroy Communism.

Any other valid point

[2]

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

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- The Sudeten Nazis under their leader, Henlein, stirred up trouble and claimed that the Czechs were mistreating the Germans living there
- Hitler stated that he would declare war if the areas of the Sudetenland that were more than 50% German were not given to Germany
- Chamberlain, the British Prime Minister, flew to Germany to meet Hitler and agreed to his demands
- Hitler then raised his claim to all of the Sudetenland and there were worries that war would break out after all. The Munich Conference was held, where Chamberlain, along with Daladier, the French leader and Mussolini, the Italian leader, agreed to give Hitler all of the Sudetenland
- The government of Czechoslovakia was not invited to the Munich Conference and was not consulted.

Any other valid point

[5]

- (c) How did Hitler break the terms of the Treaty of Versailles between 1933 and 1936?

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- In 1933 Hitler pulled out of the Disarmament Conference and the League of Nations, stating that if other countries were not going to lower their level of arms, there was no point in trying to co-operate with them
- Hitler announced conscription in 1935 and brought the numbers in the army up to 400 000 by 1936
- Military spending grew from 3 billion marks in 1933 to 9 billion marks by 1935
- The Nazis opened many arms factories to produce weapons and ammunition
- Battleships and submarines were built
- Hitler signed the Anglo-German Naval Agreement in 1935, allowing Germany's navy to reach 35% of the size of the British navy
- The Luftwaffe was created
- Hitler sent 15 000 soldiers and 22 000 police to remilitarise the Rhineland in 1936.

Any other valid point

[6]

- (d) Explain how Hitler was able to increase German control in Europe between 1939 and 1941. In your answer refer to the guidelines and use other relevant knowledge.

- The Nazi-Soviet Pact and the invasion of Poland, 1939
- German military success in Europe and the invasion of the USSR in June 1941.

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

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

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

The Nazi-Soviet Pact and the invasion of Poland, 1939

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

German military success in Europe and the invasion of the USSR in June 1941

- The Nazis invaded Norway in April 1940 and the whole country was occupied by June 1940. They also successfully invaded Denmark
- Blitzkrieg methods were used to invade Holland, Luxembourg, Belgium and France in May 1940. Within six weeks, all four countries had surrendered
- Germany signed an armistice with France on 25 June 1940, so it began to turn its attentions eastwards
- As the USSR had performed badly in the Winter War against Finland, the Germans decided that the time was right to invade the USSR through Operation Barbarossa, when over 4.5 million troops crossed over the border in June 1941.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** reasons why Tsarina Alexandra was unpopular in Russia by February 1917.

Target AO1: Recall of knowledge.

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

Any **two** reasons:

- The Tsarina Alexandra was German and was distrusted as Germany was Russia's enemy in World War One
- She was accused by her enemies of being a German spy
- Alexandra was uncompromising in upholding the system of autocracy. She refused to cooperate with the Duma
- Alexandra was disliked by the nobility, the traditional advisers of the Tsars. They were unhappy that she relied on the monk Rasputin.

Any other valid point

[2]

- (b) How did events in Petrograd in early 1917 lead to the abdication of Tsar Nicholas II in February 1917?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- Russia's involvement in World War One caused growing economic and social discontent. In February 1917, workers in Petrograd demonstrated about working conditions and food and fuel shortages. Strikes by workers, especially at the large Putilov steel works, became more widespread
- On 23 February, International Women's Day, thousands of women joined the strikers. They protested about food and fuel shortages in Petrograd. The capital was at a stand-still

- The Petrograd Garrison refused to obey the orders of the Tsar and its commander to fire on the demonstrators
- The attitude of the army in deserting the Tsar was crucial. The Tsar lost the backing of the army leaders who were unhappy at his leadership in the war. At Pskov the Tsar was arrested and decided to abdicate.

Any other valid point [5]

(c) In what ways had the Russian army experienced problems and military defeats in World War One by June 1917?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The Russian Army consisted of 13 million men. However, most were poorly trained and were termed “peasants in uniform”
- The Russian Army suffered 8 million casualties, morale decreased and desertion rates increased
- In August and September 1914 the Russian army suffered two heavy defeats by the German Army at the battles of Tannenberg and the Masurian Lakes. In 1916 the Russian army failed to defeat Austria-Hungary in the Brusilov Offensive
- In 1915 Tsar Nicholas became Commander-in-Chief. He was an indecisive leader. Most of the officer class had been killed by 1916
- The Petrograd Garrison did not attack the strikers in Petrograd in February 1917 and the army leaders did not support Tsar Nicholas II
- The Provisional Government’s decision to continue Russia’s involvement in World War One in 1917 was a mistake. The June Offensive of 1917 against Germany failed with 400 000 casualties. Problems with supplies of weapons and food continued. Inflation remained high.

Any other valid point [6]

(d) Explain why the Provisional Government lost control of Russia in October 1917. In your answer refer to the guidelines and use other relevant knowledge.

- Mistakes and weaknesses of the Provisional Government
- Policies and actions of the Bolsheviks in 1917.

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

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

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

Mistakes and weaknesses of the Provisional Government

- The Provisional Government was not elected. It lacked legitimacy, experience and authority and had no coherent programme for government
- The Provisional Government ruled Russia with the help of the Petrograd Soviet in an uneasy alliance called Dual Authority. This limited its ability to act decisively and lost it support
- The decision to continue Russia's involvement in World War One was a mistake and Russia's military weaknesses continued. The June Offensive failed. The July Days was an unsuccessful uprising against the Provisional Government
- The delay in introducing land reform led to the loss of support from the peasants. The Provisional Government wanted to delay land reform until a Constituent Assembly was elected as it had concerns about issues of legality and compensation
- The Provisional Government disbanded the Okhrana, the Tsarist secret police which made it easier for opponents such as the Bolsheviks to organise the overthrow of the Provisional Government
- The Kornilov Revolt undermined the authority of the Provisional Government. Kerensky feared that Kornilov, the new Commander-

in-Chief of the Russian army, wanted to overthrow the Provisional Government

- Kerensky released 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. This highlighted the weakness of the Provisional Government.

Policies and actions of the Bolsheviks in 1917

- Lenin on his return to Russia issued his April Theses with the slogan 'Peace, Bread and Land'. He wanted an end to Russia's involvement in the war and the Bolsheviks to plan for a revolution
- The Bolsheviks were the only revolutionary group to consistently oppose the Provisional Government. The Mensheviks and SRs cooperated with the Provisional Government
- By October 1917 the Bolsheviks controlled the Petrograd Soviet. Lenin's slogan was 'All Power to the Soviets', as he planned to use the Soviet as the vehicle to seize power
- In September and October, Lenin, in exile in Finland, called for the overthrow of the Provisional Government. Lenin persuaded a reluctant Bolshevik leadership to support its immediate overthrow before elections to the Constituent Assembly in November and meeting of the All Russian Council of Soviets in late October. Lenin knew that the Bolsheviks would have overall control of neither and needed to act immediately
- Trotsky led the Military Revolutionary Committee which organised and planned the take-over of key buildings and places of strategic importance in Petrograd. The Red Guards took control of the bridges, railway stations and power stations between 25 and 27 October. After the seizure of the Winter Palace, where the Provisional Government was meeting, Lenin proclaimed the success of the Bolshevik Revolution.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

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

Target AO1: Recall of knowledge.

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

Any **two** effects:

- Peasants were forced to provide food to feed workers and the Red Army. Cheka squads seized food from peasants who resisted by growing less food
- Over 5 million peasants died from famine between 1920 and 1921
- The rouble became worthless and there was rampant inflation. People resorted to barter in order to survive
- The unpopularity of War Communism among peasants was shown in the Tambov Rising in 1920.

Any other valid point

[2]

- (b) How did the weaknesses and mistakes of the White Armies cause their defeat in the Russian Civil War?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- The White Armies had little unity of aim and were united only by dislike of the Bolsheviks
- The White Armies lacked a single command structure. The quality of their leaders was limited and they made little attempt to coordinate attacks. They only numbered 300 000, compared to 5 million in the Red Army
- The White Armies controlled the sparsely-populated outlying areas. There were few factories making weapons and a poor railway network prevented any coordinated attacks

- The White Armies treated the peasants and workers very harshly in the areas they controlled. Anti-Jewish pogroms and ethnic fighting took place in the Cossack-controlled areas. General Deniken alienated the peasants by supporting the return of their land to the landlords
- Foreign armies supplied weapons and money to the Whites to help keep Russia in World War One. The White Armies often sold these weapons and supplies on the black market. Bolshevik propaganda portrayed the Whites as disloyal and the Red Army as patriotic, fighting against foreign invaders.

Any other valid point [5]

- (c) In what ways did Lenin and the Bolsheviks increase their control over Russia from October 1917 to the beginning of the Civil War in 1918?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- Lenin and the Bolsheviks had already set up the Sovnarkom which they argued was the legitimate government. The Bolsheviks ignored the election results for the Constituent Assembly which were won by the Socialist Revolutionaries
- Lenin used the Red Guard to close down the Constituent Assembly in January 1918. This showed his ruthless determination to crush all opposition to Bolshevik rule
- The Bolsheviks won the support of the peasants by compromising on their beliefs on land ownership and signing the Land Decree in December, which legitimised peasant seizures of landlords' estates
- The Bolsheviks used the Cheka, their secret police, to arrest political opponents and close down opposition newspapers
- The Bolsheviks negotiated the Treaty of Brest-Litovsk to take Russia out of World War One, allowing them to focus on increasing their control in Russia
- By the summer of 1918, Bolshevik actions to increase control made all their opponents realise that the only way to remove the Bolsheviks was by force. This led to the beginning of the Russian Civil War.

Any other valid point [6]

(d) Explain how the New Economic Policy (NEP) changed the economy and the lives of people in Russia between 1921 and 1924. In your answer refer to the guidelines and use other relevant knowledge.

- Effects on industry and the lives of workers
- Effects on agriculture and the lives of peasants.

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

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

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

Effects on industry and the lives of workers

- During War Communism, industry in Russia was taken over by central government. Large businesses and the banks, ‘the commanding heights’, remained under state control. However, some capitalist features were introduced, e.g. businesses employing less than 10 workers were returned to private ownership
- In state-controlled factories, piecework and bonuses were used to increase production. Under the New Economic Policy (NEP) industrial production increased
- A new rouble was introduced and private trade was legalised. Nepmen or small traders controlled private markets supplying consumer goods, especially shoes and clothes. Many made large profits
- The standard of living of most workers and peasants had improved by 1924.

Effects on agriculture and lives of peasants

- The New Economic Policy (NEP) changed agriculture and the lives of peasants because it marked a partial retreat from state control of the economy which was enforced in War Communism. This had caused confrontation with peasants and a severe famine

- The forced seizure of food ended. Peasants had to give part of their crop to the state but they could sell their surplus grain for profit on the open market
- Famine ended and agricultural production began to recover. The grain harvest increased from 37 million tons in 1921 to 51 million tons in 1924
- The NEP led to the emergence of a more industrious class of peasant called the kulaks. Some became quite rich and bought extra land and animals. However, most peasants remained poor
- Agricultural production exceeded industrial production, which made it difficult for peasants to afford the inflated prices of tractors and industrial goods. This 'scissors crisis' lasted until 1923 when increased industrial production led to a fall in prices.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** effects of the Nazi-Soviet Pact, August 1939.

Target AO1: Recall of knowledge.

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

Any **two** effects:

- The Pact meant that the USSR did not enter World War Two in 1939
- The USSR gained Eastern Poland and influence over the Baltic States
- Stalin remained neutral in the early months of World War Two and made no effort to help Britain and France against Germany. Stalin appeared to believe that Germany would not invade the USSR
- The Nazi-Soviet Pact gave Stalin time to rebuild his armed forces. The Third Five Year Plan focused on armament production.

Any other valid point [2]

- (b) How did Collectivisation affect the lives of kulaks in the USSR by 1939?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- Individual farms were taken from the peasants and turned into state-owned collective farms called kolkhozy, each comprising 50 to 100 households. 99% of farms were collectivised by 1939
- Kolkhozy were run by state officials, who collected quotas of grain. Wages were regulated as well as the amount of food that each farmer could keep
- Kulaks resisted enforced collectivisation of agriculture. They killed livestock and refused to plant crops. Between 1929 and 1933, two-thirds of all sheep and goats and half of all horses, vital for agricultural work, were killed

- Over 5 million kulaks were killed or sent to labour camps and between 1932 and 1934 up to 5 million in the Ukraine died due to a famine
 - Agricultural production remained low and did not reach 1928 levels until World War Two. Peasants were able to keep a small private plot and some animals. These were the most productive parts of agriculture.
- Any other valid point [5]

(c) How did Stalin increase his control over the USSR between 1933 and 1939?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- After 1933 Stalin began a campaign of terror against anyone he believed was opposing him. He became increasingly paranoid and believed that any criticism was a conspiracy against him. Kirov, the Leningrad party leader, was killed in 1934. This marked the start of the Great Purges within the Communist Party 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 leading rivals in the Communist Party, e.g. Zinoviev and Bukharin. They made public confessions to outrageous crimes and were sentenced to death
- In 1938 and 1939 purges were extended to the leadership of the army, navy and air force and even the NKVD itself, with the execution of its leader, Yagoda
- A climate of fear and suspicion existed in the USSR in the 1930s. Up to 20 million were sent to labour camps or gulags, in remote areas such as Siberia. Over 60% died due to lack of food and terrible working conditions.

Any other valid point [6]

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

- Impact on industry
- Impact on the lives of workers.

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

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

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

Impact on industry

- The Five Year Plans set high production targets which industries had to meet. They created an economy run through state planning and organised centrally by Gosplan
- The first two Five Year Plans focused on heavy industry. The second Five Year Plan resulted in the development of new industries and towns in remote resource-rich areas east of the Ural Mountains. The third Five Year Plan focused on arms production to meet the threat from Germany
- Specialist managers and advisers from abroad, especially engineers, supervised projects such as the building of the Dnieper Dam. They had to fulfil ambitious targets and were given rewards, but punished if quotas were not achieved
- Industrial production increased rapidly under the Five Year Plans. Coal production increased from 35 million to 166 million tons and steel increased from 4 million to 18 million tons between 1928 and 1940
- The second Five Year Plan led to significant growth in the metal and chemical industries.

Impact on the lives of workers

- The Five Year Plans were seen as a way of increasing the importance of the working class and transforming the USSR into a proletarian-dominated country. By 1941, 38% of the Russian population was working class and the USSR had become an urban society
- An elite group of skilled workers emerged, with over 250 000 engineers graduating between 1928 and 1940. Thousands moved to build new cities and live in the remote areas east of the Urals
- Propaganda in the cinema, radio and newspapers inspired enthusiasm for the task of transforming the USSR
- Awards and honours were given to encourage increased production. The model worker was the coal miner Alexei Stakhanov, who over fulfilled his production quota by 1400%. Workers who exceeded targets received improved housing and holidays
- Most worked long hours and received poor wages. The standard of living, especially 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 army.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** reasons for the economic boom in the USA in the 1920s.

Target AO1: Recall of knowledge.

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

Any **two** reasons:

- The assembly line was introduced by Henry Ford in the motor car industry. This speeded up production, increased output and prices fell
- The development of electricity provided a cheap and efficient source of power for factories and houses
- Mass marketing techniques, e.g. salesmen, advertisements on radio and the cinema encouraged people to buy consumer goods
- The availability of credit allowed people to buy products even if they did not have enough money
- Government policies of non-interference and placing tariffs on imports to protect USA industry encouraged economic growth.

Any other valid point [2]

- (b) How did relations between the USA and Europe change between 1918 and 1924?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- From January to November 1918, the USA played a key role in the defeat of Germany in World War One. The USA supplied weapons, 1.7 million soldiers and lent Britain and France \$10 billion
- President Wilson wanted the USA to continue to play an active role in Europe after World War One. Wilson's 14 Points became the basis of the Paris Peace Settlement. Wilson also set up the League of Nations to

- help prevent future wars
- In 1920 the Republicans gained control of Congress and Warren Harding was elected President. His policy was a Return to Normalcy or Isolationism. As a result, the USA Senate rejected the Paris Peace Settlement and the USA did not join the League of Nations in 1920
- The Republican governments imposed a series of quotas or strict limits on the number of immigrants allowed into the USA. The Immigration Quota Acts of 1921 and 1924 placed restrictions on the number of immigrants from Europe
- The USA placed tariffs or taxes on imports from abroad to protect USA industry. The Fordney McCumber Laws of 1923 placed taxes on imports to protect American industry
- In 1924 the USA helped restore economic stability in Europe. Under the Dawes Plan the USA gave a \$2 billion loan to Germany to help it recover after the hyperinflation crisis and pay reparations.

Any other valid point

[5]

(c) How did cinema and jazz music affect the lives of Americans in the 1920s?

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The cinema was a popular new way of spending leisure time. 110 million Americans visited the cinema each week to see the silent movies
- Movie stars, e.g. Clara Bow 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
- The cinema was blamed for the decline in morals of young people. Older people and conservative groups criticised the influence of sex symbols, e.g. Clara Bow, the 'It' girl. The Hays Code in 1928 tried to regulate the moral content of films
- Flappers were fashionable young women who smoked, wore short skirts and had liberal attitudes to relationships. The cinema and jazz music became part of the new lifestyle changes in the USA in the 1920s
- Jazz music became an important part of the social life of many young

people. New and daring dances like the Charleston and Black Bottom based on jazz music became popular

- Jazz music was linked to the speakeasies. Drinking alcohol and dancing became a popular part of 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 benefited. Jazz bands such as Louis Armstrong's 'Hot Five' and musicians, e.g. Fats Waller, made big profits from live performances and records of their music.

Any other valid point

[6]

(d) Explain how some groups in the USA faced hostility and discrimination in the 1920s. In your answer refer to the guidelines and use other relevant knowledge.

- Experiences of immigrants
- Experiences of Black Americans.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

Experiences of immigrants

- Over 40 million immigrants came to the USA before 1914, mostly from South and Eastern Europe. They were mainly Catholics and Jews and most could not speak English. Immigrants threatened the values and way of life of the WASPs, the dominant group in the USA
- The WASPs blamed new immigrants for increased crime and social problems in cities. Immigrants were also linked to strikes and the threat of communism. The Red Scare in the early 1920s led to the deporting of over 500 immigrants. The Palmer Raids in 1920 led to the arrest of over

- 5000 suspected communists
- The Immigration Quota Acts of 1921, 1924 and 1929 imposed severe restrictions on the number of immigrants. These quotas favoured immigrants from English-speaking countries and imposed severe limits on immigrants from Asia, South and East Europe. By 1929 only 150 000 immigrants were allowed into the USA each year
- The Sacco and Vanzetti case symbolised the lack of equality faced by most immigrants. Two Italian immigrants and anarchists were arrested for murder and executed in 1927, on flimsy evidence.

Experiences of Black Americans

- Black Americans made up 12% of the population of the USA and lived mainly in the Southern States. The Jim Crow Laws imposed segregation, keeping Black Americans and whites apart in housing, schools, restaurants, public amenities and public transport
- In most Southern States political discrimination included the 'Grandfather Clause', which prevented anyone whose grandfather was a slave from voting in elections. Blacks were prevented from being judges or serving on juries
- The Ku Klux Klan (KKK) was a secret organisation whose main aim was to uphold white supremacy. It grew in influence in the 1920s, with over 5 million members in 1925. Its sinister rituals, wearing white robes and the burning crosses aimed to intimidate Black Americans. Over 400 Black Americans were lynched or killed without trial in the 1920s
- Social customs emphasised the inferiority of Black Americans in the Southern States. They had to enter the house of a white person through the back door
- Most had menial unskilled jobs, e.g. domestic servants. Many Black Americans in the Southern States were sharecroppers who rented a plot of land in return for picking cotton. Most experienced great poverty in the 1920s as the price of cotton declined.

Any other valid point [12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** reasons why F.D. Roosevelt defeated President Hoover in the 1932 Presidential election.

Target AO1: Recall of knowledge.

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

Any **two** reasons:

- F. D. Roosevelt, the Democrat candidate conducted a positive energetic campaign. He promised ‘Action and Action Now’ and a New Deal for the American people
- Roosevelt’s warm approachable personality increased his popularity
- Roosevelt had polio and was unable to walk unaided. This gave him a deeper appreciation of the problems faced by the poor and unemployed
- President Hoover’s failure to deal with the effects of the Depression made him very unpopular.

Any other valid point [2]

- (b) How did problems with the stock market and US banks cause the Wall Street Crash of October 1929?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- There was little regulation of the Wall Street Stock Exchange during the 1920s, as more people began to speculate or invest in companies for short-term profit
- A share-buying craze resulted in over 20 million Americans becoming share speculators by 1929. Share speculation pushed the value of shares far higher than company profit. The weaknesses of the American economic boom were not realised by speculators
- Speculators bought shares ‘on the margin’ by borrowing 90% of the

- share price from banks and selling the shares later at a profit. This system could only continue if share prices kept increasing. Small investors could not pay back loans to the banks if share prices fell
- There was also little regulation of the banking system in the 1920s, which contributed to share speculation. Banks used savers' deposits to invest in shares and lent money to stockbrokers and speculators
 - Banks contributed to the Wall Street Crash by putting pressure on speculators which led to panic selling of shares in October 1929. Attempts by leading stockbrokers to stabilise the market failed. On Tuesday 29 October over 16 million shares were sold and the value of shares on the Wall Street Stock Exchange went into free fall.
- Any other valid point [5]

- (c) How did the Great Depression affect the lives of workers and the unemployed in the USA between 1929 and 1932?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The American economy plunged into a vicious cycle of overproduction and under consumption. By 1932, 109 000 factories had closed. Overall, production fell by 50%. Car production had decreased by 80%
- 25% of the workforce or 14 million were unemployed by 1933. There was no unemployment benefit and the unemployed endured great hardship during the Depression. People had to queue in breadlines for free bread and soup from private charities. Thousands went hungry and one-third of all children in New York were malnourished
- Thousands of unemployed who could not pay their rent or mortgage were evicted. They moved to shanty towns, called Hoovervilles. These consisted of cardboard and tin huts and were found at the edge of most cities
- Many unemployed tramped the streets looking for work. Two million hobos travelled illegally on freight trains in search of seasonal work. Some tried to make a living by selling coal and apples. There were 6000 apple sellers in New York in 1932. Some resorted to petty crime, begging and even prostitution

- Workers experienced a fall in wages. Many also worried about the security of their jobs. Some government employees, e.g. teachers were not paid because city councils were bankrupt.

Any other valid point

[6]

(d) Explain how President Hoover dealt with the effects of the Great Depression between 1929 and 1932. In your answer refer to the guidelines and use other relevant knowledge.

- Hoover's beliefs and the role of government
- Hoover's actions to deal with the effects of the Great Depression.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

Hoover's beliefs and the role of government

- Hoover underestimated the seriousness and length of the Great Depression. His reassuring statements such as 'Prosperity is just around the corner' rang hollow
- Hoover was a Republican and held strong beliefs in laissez-faire or little federal government interference in the economy. He took limited action to deal with the effects of the Great Depression
- The Republicans were the party of business and supported minimal government involvement and low taxation. President Coolidge once said 'the business of America is business'
- Hoover believed that job creation was the responsibility of state governments and private charity should help those experiencing hardship
- Hoover believed in 'Rugged Individualism'. He was a self-made millionaire and believed that Americans could only succeed by their own efforts and should not receive help from the federal government.

Hoover's actions to deal with the effects of the Great Depression

- In 1929 Hoover set up the Farm Board to buy surplus produce and help increase food prices for farmers. However, its budget was only \$500 million and it had little effect on the continued fall in food prices
- In 1930 the Hawley-Smoot Act increased tariffs by 50% to protect USA industry and agriculture. However, other countries retaliated and trade slowed. This badly affected agriculture which depended on exports to deal with the problems of overproduction and falling prices
- Before 1931, Hoover relied on Voluntarism. Employers were encouraged not to sack workers or reduce wages. This had little impact, because unemployment increased from 1.5 million in 1929 to 14 million in 1932
- Hoover cut taxes by \$130 million to stimulate economic growth but this had little impact on unemployment
- In 1931 Hoover spent \$423 million on a federal government funded building programme, e.g. the Hoover Dam project on the Colorado River. This scheme had limited impact on reducing the overall level of unemployment
- In 1932 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.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

9 This question is about Roosevelt and the New Deal.

- (a) Give **two** effects of World War Two on the American economy between 1939 and 1941.

Target AO1: Recall of knowledge.

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

Any **two** effects:

- After the outbreak of war in Europe in September 1939, the USA remained neutral but Roosevelt began defence preparations
- Production began to increase after 1939 though the USA did not enter World War Two until December 1941
- The USA sold billions of dollars worth of military equipment to Britain through the Cash and Carry Act, 1939 and the Lend Lease Act, 1941. This also boosted the economy
- Conscription was introduced in September 1940 and was important in reducing the level of unemployment.

Any other valid point

[2]

- (b) How did the National Recovery Administration (NRA) affect the lives of workers in the USA between 1933 and 1939?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- The National Recovery Administration (NRA) improved workers' conditions and rights. It aimed to improve cooperation between management and workers. The NRA drew up codes to deal with wages, hours of work and conditions of work and trade unions and banned child labour
- Over 2 million firms and 16 million workers took part in the NRA Blue Eagle Scheme. Publicity campaigns and parades encouraged Americans to buy goods from firms taking part in the scheme

- The Wagner Act in 1935 legalised trade unions and gave them rights to negotiate wages and conditions with employers. Many employers bitterly resisted the trade unions which they regarded as a sign of communism. Trade union membership increased from 3 million to 10 million during the New Deal
- The Social Security Act in 1935 established unemployment benefit and retirement pensions funded by a tax on employers. The federal government took greater responsibility for meeting the needs of vulnerable groups in society
- The Fair Labour Standards Act in 1938 established minimum wage levels and fixed maximum hours of work.

Any other valid point

[5]

- (c) How were the lives of people living in the countryside affected by the New Deal agencies?

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The New Deal improved the lives of farmers by dealing with the problems of over-supply and low prices. The Agricultural Adjustment Administration (AAA) increased farm prices by paying compensation to farmers to reduce the amount of crops sown and animals bred. As a result, by 1939 food prices increased, farm income doubled and farm debt was halved
- The Tennessee Valley Authority (TVA) greatly improved agriculture in one region, the Tennessee Valley. The TVA built 21 dams on the Tennessee River to control water flow and reduce the effects of seasonal flooding and drought
- The TVA built hydro-electric power stations providing cheap electricity for this area. Industries such as light engineering moved into the Tennessee Valley to take advantage of cheap power. New industries such as chemicals, paper mills, food processing plants and car factories provided employment opportunities which benefited the countryside
- The Rural Electrification Administration gave farmers money to install

electricity, as only 10% of farmers had electricity supply in 1930. By 1939, with the help of government loans, 40% of farmers had electricity. This improved the quality of life and productivity of most farmers

- The AAA helped farmers but not the tenants and sharecroppers who worked on the land. Farm labourers faced continued hardship and many were evicted as increased mechanisation reduced jobs
- During the 1930s, over one million farmers and farm labourers in the Dust Bowl were forced to migrate west in search of land and work. The Resettlement Administration, 1935, and the Farm Security Administration, 1937, gave money to 650 000 families but for many it was too little too late.

Any other valid point [6]

(d) Explain how some groups and individuals in the USA had different views on the New Deal between 1933 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- The Supreme Court
- Huey Long, Fr Charles Coughlin and Dr Francis Townsend.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

The Supreme Court

- The Supreme Court was the ‘Guardian of the Constitution’ and opposed important parts of the New Deal. Most of its 9 judges were Republican and believed that the federal government and the President were exceeding their powers. The Supreme Court caused problems by declaring 11 of Roosevelt’s New Deal agencies unconstitutional
- In 1935 the Supreme Court found the National Recovery Administration

(NRA) codes unconstitutional in the Sick Chickens Case. The Supreme Court ruled that the NRA had no right to take the Schechter brothers to court for breaking the NRA codes. This was the responsibility of the state governments

- In 1936 the Supreme Court declared 16 Agricultural Adjustment Administration (AAA) codes unconstitutional. The AAA gave farmers loans to plough up land and kill animals. The Supreme Court ruled that these payments could only be made by state governments
- Roosevelt attempted to pack the Supreme Court with his supporters in 1937. Many Americans, however, thought that he was exceeding his powers. After this the Supreme Court became more compliant and accepted most parts of the AAA and the NRA.

Huey Long, Fr Charles Coughlin and Dr Francis Townsend

- Huey Long, the Democrat Governor of Louisiana, criticised Roosevelt's New Deal for failing to reduce divisions between rich and poor in the USA. He called for a 'Share Our Wealth' scheme. Long wanted to take money from the banks and the wealthy in order to give every American family \$2000 per year
- Huey Long also demanded a minimum wage, improved pensions and free education
- Fr Charles Coughlin, a Catholic priest, broadcast his ideas on radio and had a huge audience of up to 40 million listeners. He was a supporter of Roosevelt at first but became a fierce critic. He blamed Roosevelt for lack of urgency in helping the poor and used his radio broadcasts to criticise Roosevelt
- Fr Coughlin set up the National Union for Social Justice, which had millions of members, to campaign against Roosevelt. However, Fr Coughlin's ideas were confused and by 1940 his influence had faded
- Dr Townsend criticised the New Deal for not helping the elderly and retired. He wanted everyone over 60 years of age to receive a pension of \$200 per month. This proved popular and Townsend Clubs were set up throughout the USA
- Townsend wanted older people to give up their jobs to provide employment and argued that this would reduce unemployment, stimulate demand and help the economy recover
- Over 7000 Townsend Clubs were set up to put pressure on Roosevelt to reform old age pensions.

Any other valid point [12]

Candidates must address both guidelines to access Level 3

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Section A

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Section B

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

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

- (a) Give **two** terms of the Anglo-Irish Agreements of 1938.

Target AO1: Recall of knowledge.

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

Any **two** terms:

- 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]

- (b) How did de Valera dismantle the Anglo-Irish Treaty by 1937?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- De Valera abolished the Oath of Allegiance in 1933
- The powers of the Governor General were reduced in 1933 and abolished in 1937
- The External Relations Act of 1936 removed the King's authority
- Irish people could no longer use the Privy Council to appeal decisions

- made by Irish courts
 - The constitution of 1937 changed the name of the country from the Irish Free State to Éire and removed the remaining symbolic links with Britain
 - The Head of State was no longer the British monarch but a President who was to be elected every seven years. This was mainly a ceremonial position
 - Under Article 2, Éire claimed control over all of Ireland, though its laws applied only to the 26 counties.
- Any other valid point [5]

(c) How did the Economic War affect the economy of Éire in the 1930s?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- There was a big drop in beef and dairy exports to Britain. This led to overproduction at home and the slaughter of cattle
- Taxes were increased to compensate farmers
- There was a decline in rural living standards
- The effects on industry were not as severe as agriculture
- Attempts were made to build up Irish domestic industry. This was not successful as raw materials from Britain were too expensive, especially coal and iron products
- The peat industry benefited because of the scarcity and cost of British coal.

Any other valid point [6]

(d) Explain why and how Northern Ireland and Éire responded differently to the threat and outbreak of war between 1938 and September 1939. In your answer refer to the guidelines and use other relevant knowledge.

- Northern Ireland's support and preparations
- Éire's neutrality and actions.

Target AO2: Recall, select, organise and deploy knowledge to analyse

and explain key concepts or key features and characteristics of the period studied.

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

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

Northern Ireland's support and preparations

- The majority of people in Northern Ireland supported the war
- Conscription was requested by the Stormont government and unionist people
- There was an attitude of complacency, based on the belief that Northern Ireland was too far away to be targeted by an air attack
- In 1939 Northern Ireland had no RAF fighter protection, no search lights and virtually no anti-aircraft guns
- Few civilians carried gas masks
- Social activities continued as normal – cinemas, theatres and dance halls remained open
- Few people took up the chance to be evacuated from Belfast
- Large orders were placed for service uniforms, tent and bedding materials.

Éire's neutrality and actions

- De Valera had always made it clear that if war broke out Éire would remain neutral
- For de Valera neutrality was an experiment in operating an independent foreign policy
- Éire also believed that Germany posed no threat
- Éire could not afford to spend large amounts of money on rearmament
- It was felt that Britain would protect Éire if Germany did attack as Éire was still a part of the Commonwealth
- Éire was the only dominion of the Commonwealth that did not go to war in 1939; however, thousands of Éire citizens joined the British army
- The Dublin government passed the Emergency Powers Act, which

increased its control over the country, e.g. censorship was introduced and strictly enforced.
Any other valid point [12]

Candidates must address both guidelines to access Level 3

AVAILABLE
MARKS

25

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

- (a) Give **two** ways in which the government of Éire dealt with the IRA during World War Two.

Target AO1: Recall of knowledge.

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

Any **two** ways:

- The government of Éire clamped down on the IRA, seizing a million rounds of ammunition in Dublin in 1939
- Six IRA men were executed in 1942. The Treason Act led to the death penalty being imposed
- When three IRA men went on hunger strike, the government did not intervene to stop their deaths
- Over 1000 were interned during the war using the Offences Against the State Act, 1939.

Any other valid point

[2]

- (b) How did conscription lead to problems for the government of Northern Ireland during World War Two?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- Unionists and nationalists were divided over conscription
- Unionists supported conscription. The British government had introduced conscription in April 1939, but had not extended it to Northern Ireland. Unionists believed that since Northern Ireland was part of the United Kingdom, conscription should be similarly introduced
- Most nationalists opposed conscription, while de Valera informed the British government of his opposition to such a move
- Craigavon visited Chamberlain in London to urge the introduction of

conscription, but he was informed that it would not be extended to Northern Ireland because of 'special difficulties'

- Churchill's plan in 1941 for conscription to be introduced was backed by Stormont but was blocked by the British cabinet
- In May 1941 there were large nationalist protests in Belfast against conscription.

Any other valid point

[5]

(c) In what ways was Belfast affected by the Blitz of 1941?

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

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

Any other valid point

[6]

(d) Explain why and how Northern Ireland played an important role in the British war effort during World War Two. In your answer refer to the guidelines and use other relevant knowledge.

- Northern Ireland's strategic and military role
- The role played by industry and agriculture.

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

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

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

Northern Ireland's strategic and military role

- Derry/Londonderry held the key to victory in the Battle of the Atlantic, as it was the most westerly base for repair and the refuelling of ships
- At its peak Derry/Londonderry hosted 40 000 service men and women, and provided accommodation for US and British naval vessels
- There were air bases used by the RAF Coastal Command at Nutts Corner, Long Kesh, Aldergrove, Ballykelly and Castle Archdale. These were vital for defeating the U-boats
- In 1943, Coastal Command destroyed 84 U-boats, of which 18 were sunk by aircraft based in Northern Ireland
- During the Battle of the Atlantic naval and air bases kept sea lanes open for Atlantic convoys.

The role played by industry and agriculture

- Flax acreage was increased six-fold
- More land was used to grow crops and tillage doubled between 1939 and 1945
- Northern Ireland exported £3 million worth of sheep and cattle each year
- 100 000 litres of milk a day were exported to Scotland during most of the war
- Northern Ireland supplied 20% of the UK requirements for eggs
- Shipyards produced 140 warships, with 123 merchant ships launched in Belfast
- 1200 Stirling bombers and 125 Sunderland flying boats were made by Shorts and Harland

- Linen was used to manufacture 2 million parachutes in Northern Ireland. 90% of the shirt requirement for British forces came from Northern Ireland
 - Other industries produced bayonets, shells, camouflage, cargo nets and rope.
- Any other valid point [12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** economic problems faced by Éire between 1945 and 1949.

Target AO1: Recall of knowledge.

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

Any **two** problems:

- Éire experienced a severe economic depression after World War Two
- The wet summer in 1946 followed by a severe winter in 1947 led to a severe shortage of food and fuel. De Valera had to ration basic foodstuffs in the Emergency
- Building materials were in short supply, which led to a shortage of housing
- Unemployment increased. 24 000 people emigrated every year from Éire, mainly to Britain.

Any other valid point

[2]

- (b) In what ways did people in Northern Ireland respond to the introduction of the National Health Service (NHS) in 1947?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- Most people were happy to receive free medical and dental care. Poorer people benefited from free prescriptions
- Doctors feared losing their professional independence and becoming mere civil servants. They were won around when Bevan agreed that doctors could take private patients as well as Health Service patients
- Some unionists were concerned about the cost, as the first year cost £242 million for Northern Ireland and the UK
- Unionists and other business leaders feared the implications of nationalisation

- Some people opposed the scheme because they linked it to the Labour Party.

Any other valid point [5]

- (c) How did the Welfare State affect the lives of people in Northern Ireland by 1949?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- The Welfare State meant that Northern Ireland enjoyed the same health benefits as the rest of the United Kingdom
- Over the next 15 years health standards improved and polio and TB were effectively dealt with
- By 1962 Northern Ireland had the lowest death rate in the UK, having had the worst in 1939
- People were now able to receive free medical care
- Family allowances and health insurance schemes were introduced
- Unemployment benefit was introduced
- There were improvements in housing – the Housing Trust was set up
- The 1947 Education Act introduced free education to age 15 and new schools were built.

Any other valid point [6]

- (d) Explain how people in Britain, Northern Ireland and the Republic of Ireland responded to the Declaration of the Republic and the Ireland Act of 1949. In your answer refer to the guidelines and use other relevant knowledge.

- The British government and unionists in Northern Ireland
- Nationalists in Northern Ireland and the Republic of Ireland.

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

The British government and unionists in Northern Ireland

- Unionists were concerned about their constitutional position
- Unionists were concerned at the Declaration of the Republic and believed that it would threaten the constitutional position of Northern Ireland
- A general election was called in Northern Ireland to consolidate support for the union
- Unionists were satisfied that the Ireland Act had guaranteed their position under the union
- Unionists were pleased that the Ireland Act had reinforced the fact that no change in the status of Northern Ireland could take place without the consent of Stormont
- Unionist satisfaction was reinforced by the Royal visit to Belfast in 1949 which symbolised the ties with London
- Britain did not react in any hostile way to the Declaration of the Republic
- The Ireland Act recognised the Republic and outlined the future constitutional relationship between the two countries
- The Labour Prime Minister, Attlee felt that as Dublin had not consulted him about the Declaration of the Republic, he was free to give whatever guarantees he wanted to the North.

Nationalists in Northern Ireland and the Republic of Ireland

- Nationalists sought representation in the Dáil
- Northern nationalists felt more isolated following the British government's guarantees to Northern Ireland in the Ireland Act
- Nationalists hoped that the constitutional changes of 1949 would bring about Irish unity but were disappointed when their request to have representation in the Dáil was refused
- The Anti-Partition League (APL) won 11 seats in the 1949 general election. However, nationalists found that their focus on ending partition merely reinforced unionist determination to uphold it, especially when the APL received nearly £50 000 for their election funds from the Dublin government

- Northern nationalists felt more isolated after the 1949 election and were outraged by and strongly expressed their opposition to the Ireland Act.
- Any other valid point [12]

Candidates must address both guidelines to access Level 3

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

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

- (a) Give **two** actions taken by unionists to oppose civil rights marches in Northern Ireland in the 1960s.

Target AO1: Recall of knowledge.

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

Any **two** actions:

- Counter protests by Reverend Ian Paisley
- NICRA march in Derry/Londonderry in October 1968 was banned
- Apprentice Boys attempted to have a rival march on the day of the NICRA march in Derry/Londonderry, October 1968
- Attack by loyalists on PD march at Burntollet Bridge.

Any other valid point

[2]

- (b) How did O'Neill attempt to improve relations with nationalists in Northern Ireland in the 1960s?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- O'Neill visited Cardinal Conway, the spiritual leader of Ireland's Catholics
- Condolences were sent to the Vatican on the death of Pope John XXIII
- O'Neill visited Catholic schools and hospitals, such as the Mater Hospital and Assumption Grammar School, Ballynahinch
- There was increased financial support to Catholic schools and hospitals
- O'Neill declared the UVF illegal after it murdered 2 Catholics in 1966
- O'Neill's 5 Point Reform programme of 1968 promised improvements,

such as a points system for the allocation of council housing and the replacement of the Londonderry Corporation.

Any other valid point [5]

- (c) In what ways did O'Neill attempt to improve the economy of Northern Ireland in the 1960s?

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- O'Neill invested £900 million in the economy
- He created a Ministry of Development under Brian Faulkner
- He established a new city called Craigavon
- He developed a new university at Coleraine to provide an educated workforce
- He attracted new multinational firms to Northern Ireland, e.g. ICI, Michelin, Goodyear. This was an attempt to solve Northern Ireland's unemployment problem
- A new motorway system was begun. This was an attempt to solve the problems with Northern Ireland's poor infrastructure
- A new airport was under development
- Economic links with the Irish Republic led to an agreement on electricity supply.

Any other valid point [6]

- (d) Explain why and how nationalists supported the civil rights movement in Northern Ireland in the late 1960s. In your answer refer to the guidelines and use other relevant knowledge.

- Reasons for supporting the civil rights movement
- Actions by the Northern Ireland Civil Rights Association (NICRA) and People's Democracy (PD).

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

Award [0] for responses not worthy of credit.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

Reasons for supporting the civil rights movement

- The new generation of university-educated Catholics was not convinced that O'Neill meant to bring about significant change
- Many were inspired by the Civil Rights movement in the USA, led by Martin Luther King. This movement aimed to get justice and equality for Black Americans
- Many were inspired by the example of John F. Kennedy in the USA. In 1960, Kennedy was elected America's first Catholic president. This gave Catholics in Northern Ireland more confidence that they could make political progress
- There was the influence of the student demonstrations that took place in France in 1968
- There was dissatisfaction with the Nationalist Party, whose only policy seemed to be the ending of partition
- In the 1960s, Catholics in Northern Ireland were still being discriminated against in a large number of ways. For example, in housing, voting and gerrymandering
- There was discrimination in law enforcement. The Special Powers Act allowed the Unionist government to arrest, interrogate and detain people without trial. Catholics had usually been the victims. Also, there was resentment of the B-Specials, who had a reputation for unfair treatment of Catholics
- There was anger at some of the measures O'Neill introduced, which seemed to favour Protestants, such as the location of the new university in Coleraine
- Supporters of the PD were very angry at the attack on NICRA marchers in Derry/Londonderry in October 1968 and at the limited nature of the Five Point Reform programme.

Actions by the Northern Ireland Civil Rights Association (NICRA) and People’s Democracy (PD)

- A housing protest took place in Caledon Co Tyrone, led by nationalist MP Austin Currie. This was in protest at one instance of unfair housing allocation by the Dungannon rural district council
- There was a Northern Ireland Civil Rights Association (NICRA) march from Coalisland to Dungannon in August 1968 to highlight the housing situation. Although the RUC prevented them from going in to the town centre, an alternative rally was held at the police barricade. It eventually passed off without incident
- A NICRA march was held in Derry/Londonderry in October 1968. This was banned, but went ahead anyway, passing through some Protestant areas. All this led to clashes between the RUC and the marchers, with heavy-handed tactics being used by the police
- There were attempts to get publicity. For example, the NICRA march in Derry/Londonderry was filmed by an RTE television crew
- A People’s Democracy (PD) march took place from Belfast to Derry/ Londonderry in January 1969. The PD ignored condemnation from NICRA and nationalist leaders, provoking unionists further by going through a number of Protestant areas
- Civil rights protesters used placards and protest songs to get their message across. One example of a protest song was “We Shall Overcome”, which was borrowed from the US Civil Rights movement
- Representations were made to Minister for Home Affairs, William Craig, in an attempt to win civil rights.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

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

- (a) Give **two** reasons why the British government sent troops into Northern Ireland in August 1969.

Target AO1: Recall of knowledge.

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

Any **two** reasons:

- There was sectarian violence in Belfast
- The Battle of the Bogside broke out in Derry/Londonderry
- The RUC was too exhausted to cope
- The government of the Republic of Ireland was threatening to intervene.

Any other valid point [2]

- (b) How did the aims and methods of the IRA change between 1969 and 1972?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- There was a split within the IRA. A radical new IRA emerged after the summer of 1969, called the Provisional IRA
- The Provisional IRA's aims were to secure civil rights for nationalist people, defend nationalist areas against loyalist attacks, remove British troops from Ireland and destroy Stormont
- The Provisional IRA remained committed to the armed struggle. They met loyalist attacks on nationalists in Belfast with force
- Soon after their formation, the Provisional IRA began a savage campaign of violence, targeting police and soldiers and bombing shops and businesses
- The Official IRA turned to socialism
- The Official IRA turned away from violence, seeing it as impractical. They eventually declared a ceasefire in 1972.

Any other valid point [5]

- (c) How did nationalists respond to the events of Bloody Sunday and the introduction of Direct Rule in 1972?

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- There were immediate expressions of grief and anger from nationalists, who demanded an inquiry into the events
- Nationalists were disappointed with the results of the Widgery Inquiry
- Nationalists claimed that the victims were totally innocent and that the Parachute regiment carried out an unprovoked attack
- Nationalist hostility towards the state increased and rioting broke out in nationalist areas
- IRA violence increased and IRA support and recruitment rose – especially in the Derry/Londonderry area
- Most nationalists were pleased to see the introduction of Direct Rule. They were glad to see the end of unionist domination. The SDLP welcomed Direct Rule as a chance for peace and progress
- The IRA, although it had achieved one of its aims, stated its opposition to Direct Rule and announced its intention to continue the struggle for a united Ireland.

Any other valid point [6]

- (d) Explain why and how nationalists and unionists responded to internment up to January 1972. In your answer refer to the guidelines and use other relevant knowledge.

- Attitudes of nationalists and unionists
- Actions of nationalists and unionists.

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

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

Level 1 ([1]–[4])

Answers will address the question in a general way. Answers will include

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

Attitudes of nationalists and unionists

- Nationalists saw internment as an abuse of their civil rights
- Nationalists were angry at the unfair nature of internment. It was entirely directed against nationalists and civil rights protesters until February 1973, when the first loyalist was interned
- Nationalists were angry that so many innocent people were interned. Of the 452 arrested in the early stages of internment, not one was a leading member of the Provisional IRA
- Nationalists resented the mistreatment, including beatings, of those who were interned
- Unionists were happy with internment as they saw it as a necessary way of dealing with the IRA threat
- Unionist support for internment dropped when they saw it was not succeeding in catching the IRA leadership.

Actions of nationalists and unionists

- There was a huge increase in violence. In the 4 months after Internment, 143 people were killed through bombings and shootings. This was 5 times as many as in the previous 8 months of the year
- IRA support and recruitment grew
- The SDLP organised a rent and rates strike
- The SDLP withdrew from local government
- Civil rights marches started up again. One took place in Derry/ Londonderry in January 1972. This came to be known as Bloody Sunday
- Loyalist violence increased in response to the increase in IRA violence. The UDA was formed in September 1971. The UVF bombed McGurk's Bar in Belfast in December. 15 were killed
- Prime Minister Brian Faulkner conceded that internment had been unsuccessful in stopping the Provisional IRA. He said many of the most wanted "escaped the net". However, he was convinced it had been helpful in locating IRA weapons.

Any other valid point

[12]

Candidates must address both guidelines to access Level 3

25

15 This question is about the Search for a Solution.

- (a) Give **two** reasons for the introduction of power-sharing to Northern Ireland in 1973 and 1974.

Target AO1: Recall of knowledge.

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

Any **two** reasons:

- Power-sharing was an attempt to bring an end to the soaring levels of violence in Northern Ireland
- Direct Rule was only ever intended to be temporary
- Power-sharing was needed, as returning to the days of unionist domination was ruled out
- Power-sharing offered the opportunity of involvement for the Republic of Ireland in Northern Ireland's affairs.

Any other valid point [2]

- (b) In what ways did unionists in Northern Ireland respond to the Anglo-Irish Agreement of 1985?

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

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

Level 1 ([1])

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

Level 2 ([2]–[3])

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

Level 3 ([4]–[5])

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

Indicative Content

- A huge protest rally was held at Belfast's City Hall. At least 100 000 took part
- All 15 unionist MPs resigned
- The "Ulster Says No" campaign – including a Day of Action – took place. Much of Northern Ireland was brought to a standstill, using largely peaceful protest
- Bonfires burned effigies of Margaret Thatcher and of leading members of the Irish government. Slogans appeared in loyalist areas criticising Margaret Thatcher and the RUC
- A campaign of civil disobedience was begun, involving measures like

the shunning of British ministers and the refusal to set rates in unionist council areas

- Marches took place to the headquarters of the Anglo-Irish Secretariat in Maryfield
- There were loyalist attacks on the RUC in 1986 and 1987, when it seemed as if the non-violent campaign was getting nowhere
- The Alliance Party supported the Anglo-Irish Agreement.

Any other valid point [5]

- (c) How did people in Northern Ireland oppose the power-sharing Executive in 1973 and 1974?

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

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

Level 3 ([5]–[6])

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

Indicative Content

- Anti-power-sharing unionists (known as the UUUC) contested the first Assembly elections and secured the majority of unionist votes. They disrupted the power-sharing Assembly and criticised the power-sharing Executive
- The UUUC contested the 1974 General Election and won 11 out of the 12 seats
- The Ulster Workers' Council (UWC) Strike, May 1974, brought most of Northern Ireland to a standstill after one week. Industries had to close down, there were regular electricity blackouts, and fuel supplies were strictly controlled. Hundreds of road blocks took place. Eventually the UWC ordered a total shutdown, when the army was ordered to take over fuel supplies
- Loyalist bombs exploded in Dublin and Monaghan
- The IRA were not satisfied with power-sharing and set off a series of bombs in London in December 1973.

Any other valid point [6]

(d) Explain why republican prisoners went on hunger strike and how the people of Northern Ireland responded to the Hunger Strikes of 1980 and 1981. In your answer refer to the guidelines and use other relevant knowledge.

- Reasons for the Hunger Strikes of 1980 and 1981
- Responses of nationalists and unionists.

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

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

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Indicative Content

Reasons for the Hunger Strikes of 1980 and 1981

- The Hunger Strikes of 1980 and 1981 were to restore Special Category Status, which had been removed from prisoners in Northern Ireland in 1976
- Hunger strikes were a traditional republican tactic which had worked in the past
- Previous attempts to win back Special Category Status, such as the Blanket Protest and the Dirty Protest, had failed
- The 1981 Hunger Strike took place because republican prisoners were angry at not receiving the concessions that they thought they had won after the 1980 Hunger Strike
- Republicans needed new tactics. Hunger strikes were a way of attracting sympathy and support for the republican cause. Simple reliance on the armed struggle was not working. Increasingly, British intelligence was beginning to infiltrate IRA cells.

Responses of nationalists and unionists

- Violence took place during the Hunger Strikes, in which 61 people died
- Nationalists showed their sympathy for the hunger strikers when Bobby

- Sands, IRA commander in the H-Block, was elected MP for Fermanagh-South Tyrone as an anti H-Block candidate
- Nationalists showed their support for the hunger strikers when the funerals of Sands and others who died as part of the Hunger Strike were attended by nationalists in large numbers
 - Bobby Sands' election agent was elected as MP for Fermanagh-South Tyrone after Sands' death
 - Nationalists showed their support for the hunger strikers' beliefs when Gerry Adams was elected MP for West Belfast in 1983 and Sinn Féin's vote in those elections increased significantly. Sinn Féin was campaigning for issues that had been supported by the hunger strikers
 - Nationalists believed the British government had badly mishandled the whole affair
 - Unionists were horrified at nationalist support for the hunger strikers, whom unionists saw as gunmen and murderers. Therefore, relations between unionists and nationalists got worse
 - Unionists urged British Prime Minister Margaret Thatcher not to give concessions to the hunger strikers.
- Any other valid point [12]

Candidates must address both guidelines to access Level 3

Section B

Total

AVAILABLE MARKS

25

50

100