

Northern Ireland since c.1960

Coursework Assignment

GCSE HISTORY COURSEWORK ASSIGNMENTS

Teacher Information

Introduction:

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to the Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

Management of the assignment:

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Northern Ireland since c1960

This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:

- Northern Ireland in the 1960s: Catholic grievances and Protestant fears
- The Civil Rights Movement
- The Sunningdale Agreement: an attempt at power sharing
- Bloody Sunday

Introduction

In 1967 the Northern Ireland Civil Rights Association was set up. The association believed that Protestants in Ulster were treated differently to Catholics. It demanded equal rights for all citizens of Ulster.

In Ulster about three-quarters of the population was Protestant and one-quarter was Catholic. How important were the differences in the ways that Protestants and Catholics were treated, or was the civil rights issue merely an excuse for some people in Ulster to challenge the forces of law and order? These are some of the questions that you will be asked to consider as you tackle this assignment.

SOURCE A: from an article in the ‘*Sunday Times*’ newspaper in 1961.

The big employers were privately run companies and although Catholics regularly suspected anti-Catholic prejudice among foremen or personnel managers, it is a hard thing to prove. All that can be recorded is that of 10,000 workers in a Belfast shipyard – the biggest single source of employment in the city – just 400 are Catholics.

Fermanagh County Council itself employed 370 people: 322 of the posts, including the top ones, were filled by Protestants. Within the Education Authority the most sought after jobs were bus drivers, because of the long rest and holidays. Of about 75 school bus drivers in Fermanagh, all but seven were Protestant. The population of Fermanagh was more than half Catholic.

SOURCE B: Billy Sinclair a former player-manager of Linfield, a football club in Northern Ireland, talking in 1984.

If you’re a Linfield scout and you see a lad who’s good, the second or third question is, “What school did you go to son?” And if it’s Saint something, then all of sudden the boy isn’t good enough. He kicks with the wrong foot.

SOURCE C: from a document published by Ulster Protestant Action, an organisation formed in 1959 by the Reverend Ian Paisley and other Unionists.

Keep Protestants and loyal workers in employment in times of depression in preference to their fellow Catholic workers.

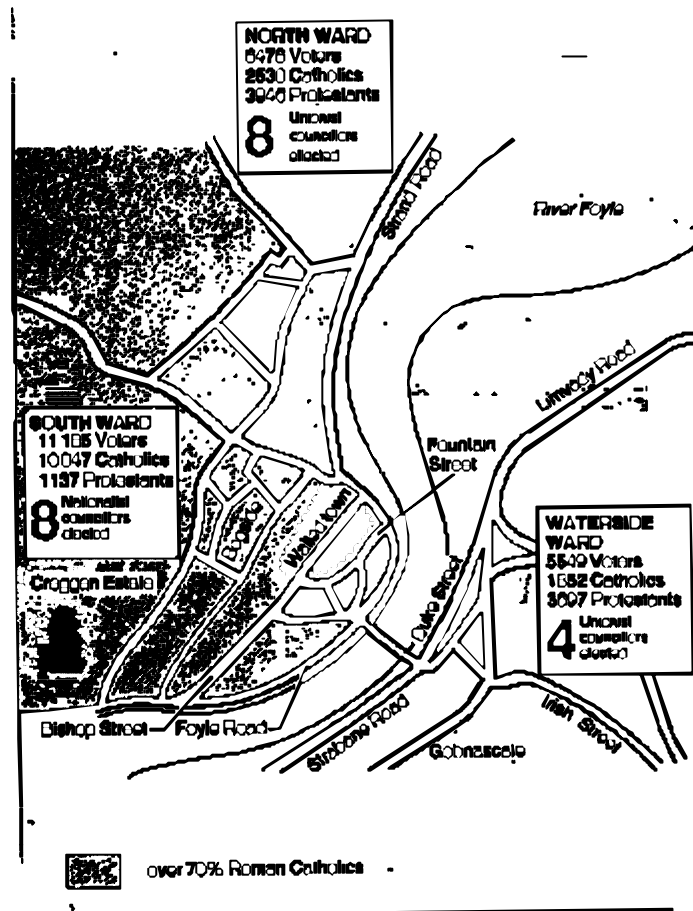
SOURCE D: photograph of the house of a Catholic family taken in Londonderry in the 1960s.



SOURCE E: results of local elections in Londonderry in 1966

	Nationalist Votes	Unionist Votes	Nationalist Councillors	Unionist Councillors
South Ward	10,047	1,138	8	0
North Ward	2,530	3,946	0	8
Waterside	1,852	3,697	0	4
Totals	14,429	8,781	8	12

SOURCE F: a map of Derry showing the local electoral districts.



SOURCE G: the Reverend Ian Paisley speaking on a television programme broadcast in Britain in the 1980s.

Interviewer: Who was behind civil rights in your view?

Paisley: The Irish Republican Army, or at that time those who were dedicated to the views and objectives of that army.

SOURCE H: Michael Farrell, a member of the Northern Ireland Civil Rights Association, speaking on the same television programme as the Reverend Ian Paisley.

There were a number of Republicans and the proportion of them varied from time to time, but they never dominated it. They were never in control, at least not until maybe later on. They were also used as stewards on civil rights marches, but the stewards always played the role of trying to prevent trouble, in fact the younger People's Democracy often had clashes with the stewards because we felt that the stewards were co-operating too much with the police.

SOURCE I: from a report on the Northern Ireland Civil Rights Association produced for the British Government in the early 1970s.

The membership was politically varied and undoubtedly included persons of known extreme Republican views and activities as well as members of the Northern Ireland and Liberal Parties. In addition, the membership is mostly Roman Catholic. It is and always has been a basic rule of the association to place no bar on people from political groups. There is no doubt that the IRA has taken a close interest in the Civil Rights Association from its beginning.

It is undoubtedly the case that it has been the policy of the Association to refuse to permit the display of provocative symbols and banners, in particular the Republican tricolour, at any demonstration that it has organised.

SOURCE J: a cartoon drawn in 1991 by a Northern Irish political cartoonist. It was used to illustrate the front cover of a book called *Troubled Times*, about the Troubles in Northern from 1970 to 1991.



Assignment One: Objective 1

1. Describe the disadvantages faced by the Catholics in Northern Ireland in the mid-1960s. (15)
2. How did Protestant politicians explain the social, economic and political differences between Catholic and Protestant? (15)
3. Why were British troops sent to Northern Ireland in August 1969? (20)

(Total: 50 marks)

Assignment Two: Objectives 2 and 3

1. Study Source A.

What can you learn from Source A about the disadvantages faced by Catholics in Northern Ireland in the early 1960s?

(6)

2. Study Sources B and C.

How useful are these sources in helping to assess the extent of discrimination against Catholics?

(10)

3. Study Sources D, E and F.

All of these sources refer to a single city in Northern Ireland. Use the sources, and your own knowledge, to explain why this city became a centre of the Civil Rights movement in Northern Ireland.

(12)

4. Study Sources G, H and I.

Do Sources H and I support Reverend Ian Paisley's view of the Civil Rights movement given in Source G? Explain your answer by reference to all three sources.

(8)

5. Study Source J.

Do you agree with this portrayal of the reasons why the Troubles continued into the 1990s? Explain your answer using the sources and your own knowledge.

(14)

(Total: 50 marks)

Coursework Assignments Mark Scheme

Northern Ireland since c1960

Assignment One: Objective 1

1. *Describe the disadvantages faced by Catholics in Northern Ireland in the mid-1960s* (15)

Target: Key Features/recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. Catholics found it hard to get jobs, they were poorer etc.; they were less numerous. (1-5)

Level 2: Developed statements supported by relevant knowledge listing main elements of disadvantage, e.g. gives details of discrimination say, in Belfast shipyards, or provides evidence about different living standards in Protestant and Catholic areas. Two-thirds Protestants made it easier to discriminate against Catholics. Mentions domination of Stormont by Protestant politicians. May show awareness of long-term nature of the disadvantage - a legacy of the partition. (6-10)

Level 3: Developed exposition supported by appropriately selected knowledge making links between features: e.g. shows how discrimination in employment often reflected political configuration, say, in Belfast shipyards or railways. Control of many unions by Protestants. Provides detailed knowledge of structure of Stormont, showing how educational separation worked. Describes relationship which existed between Protestant schools and certain employers or sporting opportunities which were segregated, making it likely that recruitment would be skewed on religious grounds. (11-15)

2. *How did Protestant Politicians explain the social, economic and political differences between Catholic and Protestant?* (15)

Target: Explanation and understanding of attitudes and beliefs/recall of knowledge

Level 1: Simple statements supported by some knowledge, e.g. Some Protestant politicians said that Catholics were different - too influenced by the Pope; controlled by the Republic. At this level, distinctions between social, economic and political are likely to be indistinct. (1-5)

Level 2: Developed statements showing what reasons were given, supported by relevant knowledge, e.g. Ian Paisley says that Protestants, as loyal to the Union, should be given preference; emphasis on influence of Rome and of the Catholic Republic on Catholics in the north and that this created differences. Political differences reflect need for majority rule: there were far more Protestants in Northern Ireland. Social differences reflect different attitudes. Some Protestant politicians believed that Protestants work harder and achieve more. (6-10)

Level 3: Developed exposition supported by appropriately selected knowledge showing understanding of a range of explanations e.g. Paisley puts the emphasis on Protestant loyalty and religious differences, Rome Rule etc. Brookeborough puts emphasis on 'enemy within' - Catholics have different loyalties. Others again minimize differences or argue that Protestant political domination nevertheless gives Catholics equal chances of employment or of social and economic progress, pointing out quality of the best Catholic schools. Some Protestant politicians see no reason to explain anyway, arguing that any differences have been greatly exaggerated by Dublin and/or by a hostile press. (11-15)

3. *Why were British troops sent to Northern Ireland in August 1969?* (20)

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge
e.g. To stop violence and to keep the peace. (1-5)

Level 2: Developed statements supported by relevant knowledge listing main reasons, e.g. In response to growing conflict over civil rights, outbreaks of violence in 1968/69; threats to Catholic property; troops would keep the peace. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge making links between causes and showing awareness that some causes go back long before 1969
e.g. Because of outbreaks of violence, some feared drift towards civil war; many Catholics were perceived by Protestants as not being loyal to the Union and therefore targets for attack. British government knew that RUC did not have confidence of Catholic as peace-keeping force; army would be seen as more neutral; Catholics wanted an outside force to keep the peace and sustain their civil liberties. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge e.g. using knowledge as in Level 3, and with precise information selected, shows how British government's perception and views of many protagonists come together to support the conclusion that only the army has the authority and power to have hope of restoring order and confidence. (16-20)

Coursework Assignment Mark Scheme

Northern Ireland since c1960

Assignment Two: Objectives 2 and 3

1. *Study Source A.*
What can you learn from Source A about the disadvantages faced by Catholics in Northern Ireland in the early 1960s? (6)
- Target: Comprehension of and inference from a source**
- Level 1:** Information taken from Source A at face value: e.g. Far more Protestants than Catholics are employed in Belfast shipyards and Fermanagh CC filled nearly all its jobs with Protestants. (1-3)
- Level 2:** Selects appropriate information to show range of disadvantage e.g. Catholics are systematically excluded from desirable jobs both in the towns and in the countryside. (4-6)
2. *Study Sources B and C.*
How useful are these sources in helping to assess the extent of discrimination against Catholics? (10)
- Target: Evaluation of utility of sources for an enquiry**
- Level 1:** Simple statements about value based on content or nature of sources, e.g. Source B is useful because Billy Sinclair was a football manager; Source E is useful because it has evidence about giving preference to Protestants. (1-3)
- Level 2:** Developed statements about usefulness evaluating nature, origin and purpose and/or content of sources, e.g. Source B useful because it gives examples of discrimination and Billy Sinclair has experience of the discrimination he describes. Source C shows how a Protestant organisation encourages discrimination. (4-6)
- Level 3:** Developed analysis of strengths and weaknesses of this evidence in assessing extent of discrimination, e.g. Source B show clear discrimination but answer reflects on how far we can generalise from this specific example. Source C also shows evidence of discrimination but answer questions how representative and influential these views of Ian Paisley

actually were. (7-10)

3. *Study Sources D, E and F.* (12)
Use the sources, and your own knowledge, to explain why this city became a centre of the Civil Rights movement in Northern Ireland.

Target: Analysis of sources and recall of knowledge to explain cause

Level 1: Simple statement offering points of explanation from sources *or* own knowledge e.g. Source D shows a Catholic family with an outside bath; Source E shows that different parts of the city support different sides. Source F shows that the community is divided. OR Derry had many Catholics living in it and a long history of trouble between Catholics and Protestants. (1-3)

Level 2: Developed statements about reasons using sources and relevant knowledge, e.g. Source D shows a Catholic family with poor housing conditions and Source E shows that, although there were more Catholics than Protestants in Derry, there were more Protestant councillors. This caused trouble. In 1969, a civil rights march from Belfast to Derry was ambushed at Burntollet Bridge just outside Derry. A few months later the Protestant apprentice boys' march led to violence at The Battle of the Bogside. (4-6)

Level 3: Developed explanation of reasons why Derry became a centre for civil rights movement using sources supported by appropriately selected knowledge e.g. long-term factors, such as poor housing and the physical division of the city; the political system was loaded against the Catholics. Catholics resented how the police authorities handled specific incidents e.g. civil rights march 1967; Apprentice Boys' march led to violence. (7-10)

Level 4: Sustained argument explaining reasons why Derry became a centre of the civil rights movement using sources as evidence supported by precisely selected knowledge e.g. Shows how long-term factors, such as sectarian division, anti-Catholic discrimination in housing etc and gerrymandering of ward boundaries combined with 'trigger' factors, such as Burntollet Bridge, Apprentice Boys' March and Bloody Sunday, to explain why the city became a focus for movements which aimed at equality of rights. (11-12)

4. *Study Sources G, H and I.*
Do the sources support Ian Paisley's view of the Civil Rights movement? (8)

Target: Cross-reference of sources to reach a judgement

Level 1: Matches details of content from sources at face value
e.g. The sources do support; H says republicans were in the movement; I also supports: The IRA takes a close interest. OR
The sources do not support as H says republicans were never in control and M says the movement would not display republican banners. (1-3)

Level 2: Developed statements in support of choice, making detailed use of the sources e.g. uses content of sources as in L1 but shows both support and challenge. (4-6)

Level 3: Developed explanation giving a judgement about the view, making confident use of the sources to show that the answer is not black and white e.g. understands that a distinction should be drawn between Republicans and IRA and also the extent of republican influence may change over time (Source H); I suggests involvement of a range of groups within Civil Rights including IRA. (7-8)

5. *Study Source J.*
Do you agree with this portrayal of the reasons why the Troubles continued into the 1990s? Explain your answer using the sources and your own knowledge. (14)

Target: Analysis of sources and recall of knowledge to make a judgement about a historical interpretation

Level 1: Simple statements about interpretation supported by either sources or knowledge, e.g. agrees that paramilitaries are important and gives examples of paramilitary activity; their differences are too great. (1-3)

Level 2: Developed statements offering points agreeing with the interpretation using sources and supported by relevant knowledge, e.g. may concentrate on Source J and also show, from own knowledge that religion has caused divisions over a long period. (4-6)

Level 3: Developed explanation giving a judgement on the interpretation making confident use of sources and supported by appropriately selected knowledge e.g. may concentrate on the role of religious division and paramilitary organisations in perpetuating divisions; sectarian discrimination; importance of Protestant marches, resistance to internment etc. (7-11)

Level 4: Sustained argument giving a reasoned choice about the interpretation using sources as evidence and supported by precisely selected knowledge: e.g. recognising that the interpretation shows the inter-relation of political (reference to politicians/paramilitaries), social (ordinary people either following groups or fearing conflict), religious (Protestant/Catholic) and historical (reference 1690/1916) factors in explaining why the troubles continued, argues on the basis of specific evidence from sources and knowledge how far they agree. (12-14)