



Rewarding Learning

**General Certificate of Secondary Education
2022 Reserve Series**

History

Unit 1:
Modern World Studies in Depth
and Local Study

[GHR11]

MONDAY 27 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which examiners should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment Objectives

Below are the assessment objectives for GCSE History.

Candidates must:

- AO1** demonstrate knowledge and understanding of the key features and characteristics of the period studied;
- AO2** explain and analyse historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference;
- AO3** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied; and
- AO4** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old, which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated responses, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners:

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication (QWC) is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

Instructions for examiners:

For questions which are assessed using three levels of response the following QWC descriptors are to be used:

Level 1

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2

Writing communicates ideas using historical terms accurately and shows some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

For questions which are assessed using four levels of response the following QWC descriptors are to be used:

Level 1

Writing communicates ideas using a limited range of historical terminology and shows basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

COVID-19 Context

Given the unprecedented circumstances presented by the COVID-19 public health crisis, senior examiners, under the instruction of CCEA awarding organisation, are required to train assistant examiners to apply the mark scheme in case of disrupted learning and lost teaching time. The interpretation and intended application of the mark scheme for this examination series will be communicated through the standardising meeting by the Chief or Principal Examiner and will be monitored through the supervision period. This paragraph will apply to examination series in 2021–2022 only.

Section A

AVAILABLE
MARKS

Option 1: Life in Nazi Germany, 1933–1945

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

- 1 Target AO1:** demonstrate knowledge of the key features and the characteristics of the period studied.

Below is a list of people linked to how Hitler controlled the people by terror and propaganda in Nazi Germany between 1933 and 1939:

Reinhard Heydrich	Hermann Göring	Ernst Röhm	Heinrich Himmler	Joseph Goebbels
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- | | | |
|--------------------------------|--------------------------|-----|
| Leader of the SA in 1933 | <u>Ernst Röhm</u> | |
| (a) Leader of the SS | <u>Heinrich Himmler</u> | [1] |
| (b) Chief of Intelligence SD | <u>Reinhard Heydrich</u> | [1] |
| (c) Set up the Gestapo in 1933 | <u>Hermann Göring</u> | [1] |
| (d) Minister of Propaganda | <u>Joseph Goebbels</u> | [1] |

One mark for each correct answer

If no answer is correct award **[0]**

2 Describe **two** ways in which the lives of women changed in Nazi Germany between 1933 and 1939.

Target AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

No rewardable material [0]

Able to identify **one** way with no description [1]
For example, they were encouraged to give up their jobs.

Able to identify **one** way with limited description [2]
For example, they were offered increased state benefits and lower taxes to encourage them to stay at home and have large families.

Able to identify **one** way with detailed description [3]
For example, they were seen as the centre of family life and offered awards such as the Mother’s Cross to encourage them to have as many children as possible. There were different levels of the Mother’s Cross, depending on how many children they had.

Apply criteria to each way.

Any other valid point
(2 × [3]) [6]

3 Below are two ways in which life in Germany was affected by war between 1939 and 1945.

Choose **one** way and explain its impact on the lives of the German people.

Bombing	Rationing
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Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: consequence.

No rewardable material [0]

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the way chosen or comments which could apply to either.

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will provide a more detailed description and offer some explanation and analysis of the way chosen. Candidates give an account of the way chosen but do not develop to explain its impact on the lives of the German people.

Writing communicates ideas using historical terms accurately and shows some skills of selection of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will be well-informed and provide an accurate, well-developed explanation and analysis of the impact of the way chosen on the lives of the German people during the war. Candidates demonstrate an understanding of the effects of the way.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:**Bombing**

- The German people began to experience the effects of allied bombing from 1942 when the major German cities were targeted for night-time bombing in order to destroy the spirit of the people. Before 1942 the Allies had targeted industrial areas, which did not impact directly on the people
- The city of Hamburg experienced two bombing raids in 1943. In the first raid an estimated 50 000 people died and 1 million people lost their homes. In the second raid two thirds of the city's buildings were destroyed and up to 100 000 died
- Dresden was targeted in 1945 by heavy bombers with three quarters of the city's buildings destroyed and up to 150 000 people killed. In total it is estimated that 3.5 million civilians lost their lives to allied bombing

Rationing

- When war broke out in 1939 rationing was introduced to the German people. Everyone had to deal with a reduction in the availability of food. Meat, bread, fats and sugar were rationed, and each person was entitled to only 700 grams of meat per week
- Luxury items such as soap, perfume and toilet roll were also rationed as war progressed. People were also limited to using hot water twice in the week in order to save fuel
- By 1945 the German people experienced severe hunger. They were reduced to 250 grams of meat per week. Public parks and gardens were used for the production of vegetables. As a result of rationing many German people were eating a more balanced diet than before the war

Any other valid point

[6]

- 4 How did Nazi persecution impact on the lives of Jews in Germany between 1933 and 1939?

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: change and consequence.

No rewardable material [0]

Level 1 ([1]–[2])

Answers will be vague and generalised with little or no explanation of how Nazi persecution impacted on the lives of Jews in Germany between 1933 and 1939.

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[5])

Answers will be more detailed with some analysis of how Nazi persecution impacted on the lives of Jews in Germany between 1933 and 1939. There may be omissions and a lack of focus on explanation.

Writing communicates ideas using historical terms accurately and shows some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([6]–[8])

Answers will be well-informed and provide an accurate, well-developed explanation and analysis of how the Nazi persecution impacted on the lives of Jews in Germany between 1933 and 1939.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

- The Nazis restricted the Jews' ability to earn money, reducing many to poverty. In 1933 the Nazis boycotted Jewish shops for one day. In 1933 Jews were banned from having government jobs, e.g. civil servants, and they were also sacked from professional positions, e.g. doctors, lawyers, by 1937. In 1935 Jews were prohibited from joining the army
- The Nazis restricted the freedom of the Jews by taking away civil rights. In 1935 the Nuremberg Laws were introduced. They stated that Jews lost their citizenship and the right to marry German citizens
- The Nazis isolated and targeted the Jews. In 1935 signs were put up in public places, e.g. parks, cafes, swimming pools, 'Jews not wanted here.' From 1938 Jewish children were excluded from German schools. In 1939 Jews were encouraged to emigrate

- The Nazis used acts of violence against the Jews and many were sent to concentration camps following the attack of Kristallnacht when 400 synagogues, 7500 shops and many homes were destroyed. The German Jews were then billed for all of the damage

Any other valid point

[8]

- 5 “Hitler and the Nazis took control in Germany between 1933 and 1934 using only legal actions.” Do you agree? Explain your answer.

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: cause and consequence.

No rewardable material [0]

Level 1 ([1]–[4])

Answers will simply describe the proposition in a generalised way using basic factual knowledge. Answers will provide basic points in support of the proposition or that of an alternative viewpoint. There may be an attempt to reach a judgement, but it will be unsupported.

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[8])

Answers will state a preference for the proposition or another judgement but with only limited development of an alternative viewpoint. Alternatively, answers may offer basic arguments for a range of views linked to the proposition, demonstrating a basic understanding. There will be lapses in knowledge.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([9]–[12])

Answers will provide a more balanced response, offering a detailed case for the proposition and an alternative viewpoint, though there may be lapses in the knowledge. Answers will contain a supported judgement.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4 ([13]–[16])

Answers will provide a full assessment of the proposition to offer a balanced and well-informed response. Answers will reach a judgement in relation to the merits of the proposition, supported by sustained reasoning and historical evidence.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

AVAILABLE
MARKS

Answers may include some of the following:

- Hitler was appointed Chancellor by President Hindenburg in January 1933. He was leader of the Reichstag but needed to overcome a number of obstacles in order to consolidate his power. He did this by legal and other actions
- Hitler needed to remove opposition within the Reichstag. He blamed the Reichstag Fire on the Communist Party after a Dutch communist confessed to starting the fire
- Hitler persuaded President Hindenburg to approve the Decree for the Protection of People and State. This law remained in place while the Nazis were in power and it gave the government the power to suspend many civil rights. Hitler used this law to imprison communist opponents. Hitler called for a new election on 5 March 1933 in order to gain an overall majority. The Nazis gained only 45% of the vote. Hitler and the Nazis moved to amend the constitution to give the government the power to make laws for four years without the approval of the Reichstag. This became known as the Enabling Act
- Hitler removed all remaining political opposition by Gleichschaltung, e.g. in May 1933 all trade unions were banned, and as a result of the Law against the Establishment of Political Parties, by July 1933 Germany had become a one-party state. In November 1933 Hitler called for another election and on this occasion achieved a majority
- Up until this point most actions taken by Hitler were legal. Hitler removed his remaining opposition within the party when the SS killed many members of the SA in the Night of the Long Knives in June 1934
- Hindenburg was the only person preventing Hitler from creating a dictatorship. Hindenburg died in August 1934. Hitler made himself 'Head of State' and appointed himself Führer. The army swore loyalty to Hitler
- Between February 1933 and August 1934, Hitler and the Nazis took control by a combination of legal and other actions to create a totalitarian state in Germany

Candidates can agree or disagree with the proposition. However, for a top Level 4 mark to be awarded, a fully supported judgement must be made on whether Hitler and the Nazis took control by legal actions only.

Any other valid point

[16]

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Option 2: Life in the United States of America, 1920–1933

AVAILABLE
MARKS

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

- 6 Target AO1:** demonstrate knowledge of the key features and characteristics of the period studied.

Below is a list of terms linked to Prohibition in the USA in the 1920s:

Bootlegging	Moonshine	Speakeasies	18th Amendment	Temperance movements
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Match **each** term to the correct description and write your answer in the space provided. The first one has been done for you.

- Law banning the manufacture, sale and transportation of intoxicating liquors **18th Amendment**
- (a) Illegal bars which sold alcohol **Speakeasies** [1]
- (b) Bringing alcohol into the USA from other countries **Bootlegging** [1]
- (c) Alcohol brewed illegally by Americans **Moonshine** [1]
- (d) Organisations opposed to the drinking of alcohol **Temperance movements** [1]

One mark for each correct answer

If no answer is correct award **[0]**

7 Describe **two** ways in which the lives of women changed in the USA during the 1920s.

Target AO1: demonstrate knowledge and understanding of the key features and characteristics of the period studied.

No rewardable material [0]

Able to identify **one** way with no description [1]

For example, many women found jobs in offices and factories.

Able to identify **one** way with limited description [2]

For example, women now had more political influence as they had been given the vote in 1920.

Able to identify **one** way with detailed description [3]

For example, young working women were able to enjoy the many developments in popular entertainment of the 1920s. They could go to the cinema or to speakeasies to dance and listen to jazz music.

Apply criteria to each way

Any other valid point

(2 × [3])

[6]

8 Below are two groups of Americans who experienced problems in the USA in the 1920s.

Choose **one** group and explain how the group experienced problems in the USA in the 1920s.

Immigrants	Native Americans
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Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: consequence.

No rewardable material [0]

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the group chosen or comments which could apply to either.

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will provide a more detailed description and offer some explanation and analysis of the group chosen. Candidates give an account of the group chosen but do not develop to explain how the group experienced problems in the 1920s.

Writing communicates ideas using historical terms accurately and shows some skills of selection of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will be well-informed and provide an accurate, well-developed explanation and analysis of how the group chosen experienced problems in the USA during the 1920s. Candidates demonstrate an understanding of the experiences of the group.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:**Immigrants**

- Immigrants were seen as a threat to the values of the dominant WASP group. Most immigrants lived in ghettos in cities and many Americans believed that they were involved in criminal activities. During the 1920s, the Italian Mafia dominated bootlegging and organised crime. Immigrants also faced hostility because they competed for jobs and worked for lower wages
- The 'Red Scare' linked immigrants, especially from Russia, with anarchism and communism. The Palmer Raids led to the deportation of 500 immigrants in 1919–1920. The Sacco and Vanzetti case showed the extent of intolerance towards immigrants by the courts and the legal system
- The end of the Open Door policy in the 1920s caused problems for those hoping to start a new life in the USA as it led to severe restrictions on the numbers allowed to enter the USA. The Immigration Quota Acts severely reduced immigration from Asia and Eastern Europe

Native Americans

- Native Americans were expected to live on reservations where they were not able to follow their traditional way of life. They were not allowed the same rights as other American citizens
- Native Americans were encouraged to abandon their native culture, language and beliefs so that they would become 'true Americans'
- Many young Native Americans were sent off the reservations to be educated in boarding schools. They were forbidden to speak their own language, wear their own clothes or practise their own religion. They were given European clothes and haircuts and English-sounding names

Any other valid point

[6]

9 Why did the Stock Exchange on Wall Street collapse in October 1929?

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: causation.

No rewardable material [0]

Level 1 ([1]–[2])

Answers will be vague and generalised with little or no explanation of why the Stock Exchange on Wall Street collapsed in October 1929.

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[5])

Answers will be more detailed with some analysis of why the Stock Exchange on Wall Street collapsed in October 1929. There may be omissions and lack of focus on explanation.

Writing communicates ideas using historical terms accurately and shows some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([6]–[8])

Answers will be well-informed and provide an accurate and well-developed explanation and analysis of why the Stock Exchange on Wall Street collapsed in October 1929.

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

- There was little regulation of the Wall Street Stock Exchange or banking system in the 1920s. Corruption, ‘insider trading’ and lack of any checks on dubious companies made the problem worse. A share-buying craze began in 1927 leading to millions of Americans becoming share speculators
- The value of shares increased more quickly than company profits, e.g. Radio Company shares increased from 94c in March 1928 to 505c in September 1929. Share speculation was based on confidence that the economic boom would continue. Stockbrokers encouraged speculators to buy shares ‘on the margin’ by borrowing 90% of the share price from banks and selling the shares later at a profit to repay the loans
- Many banks were reckless in the way savers’ deposits were lent to stockbrokers and speculators to invest in shares. Banks in the USA lent \$9 billion in 1929. This made speculators very vulnerable if the price of shares decreased and small investors could not pay back loans to the banks if share prices fell
- Warnings that the stock market was overheating were ignored. Banks contributed to the Wall Street Crash in October 1929 by putting pressure on speculators. This led to panic selling of shares and a collapse in share prices

Any other valid point

[8]

- 10 “Farmers and sharecroppers were the people whose lives were most affected by the Great Depression in the years 1929–1933.” Do you agree? Explain your answer.

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: consequence, change and continuity.

No rewardable material [0]

Level 1 ([1]–[4])

Answers will simply describe the proposition in a generalised way using basic factual knowledge. Answers will provide basic points in support of the proposition or that of an alternative viewpoint. There may be an attempt to reach a judgement, but it will be unsupported.

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[8])

Answers will state a preference for the proposition or another judgement but with only limited development of an alternative viewpoint. Alternatively, answers may offer basic arguments for a range of views linked to the proposition, demonstrating a basic understanding. There will be lapses in knowledge.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([9]–[12])

Answers will provide a more balanced response, offering a detailed case for the proposition and an alternative viewpoint, though there may be lapses in knowledge. Answers will contain a supported judgement.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar mostly accurately.

Level 4 ([13]–[16])

Answers will provide a full assessment of the proposition to offer a balanced and well-informed response. Answers will reach a judgement in relation to the merits of the proposition, supported by sustained reasoning and historical evidence.

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

- Farmers had not shared in the economic boom of the 1920s as farm prices decreased. The Great Depression made this situation worse. The Hawley-

Smoot Act of 1930 increased tariffs by 50% and led to a further fall in grain and meat prices and a decline in exports. Continued over-production and under-consumption resulted in a fall in farm income from \$13 billion in 1929 to \$7 billion in 1932

- Farm debt increased as farmers had borrowed heavily to invest in machinery to increase production in the 1920s. By 1932 over 40% of farms were mortgaged to banks due to debt and thousands of farmers had been evicted from their farms
- Many farmers killed animals and destroyed crops to force an increase in prices. Poverty and hunger existed in the midst of plenty
- Thousands of share croppers and farm labourers lost their jobs and experienced severe hardship. In the Midwest, drought and over cropping led to dust storms which ruined millions of acres of previously-fertile land. Thousands of farmers and labourers from the Dust Bowl (Arkansas and Oklahoma) migrated west to California
- Industrial workers also suffered badly due to the Great Depression. By 1932, 109 000 factories had closed and industrial production had fallen by 50%. 14 million people, 25% of the workforce were unemployed by 1933. There was no system of unemployment benefit in the USA and so the unemployed suffered great hardship
- Many Americans became dependent on private charities, queuing in breadlines for free food. Soup kitchens were set up in some cities to feed the unemployed. Over 250 000 Americans could not pay their mortgages or their rent by 1932. Thousands of these people lost their homes as they were evicted. They moved to shanty towns which developed on the outskirts of towns and cities, living in huts constructed of tin and cardboard. These were called 'Hooverilles'
- Some candidates may conclude that while there is little doubt that the Great Depression had a very serious effect on the lives of farmers and sharecroppers, those working in industry were affected just as badly

Candidates can agree or disagree with the proposition. However, for a top Level 4 mark to be awarded, a fully supported judgement must be made on whether farmers and sharecroppers were the people whose lives were most affected by the Great Depression, 1929–1933.

Any other valid point

[16]

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Section B

AVAILABLE
MARKS

Option 1: Changing Relations: Northern Ireland and its Neighbours, 1920–1949

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

1 Study Source A

Using Source A and your contextual knowledge, give **one** reason why some unionists supported the Government of Ireland Act, 1920.

Target AO3: Comprehension from sources.

No rewardable material **[0]**

Limited accurate reference to Source A with no development **[1]**

Accurate reference to Source A with development **[2]**

Apply criteria for any **one** reason

Answers may include some of the following:

- Source A states that ‘This Act gives us a parliament of our own’. The majority of unionists were happy as they now had control over their own affairs
- Source A states that ‘We feel safe as Northern Ireland will be made up of six counties’. Most unionists felt safer with the creation of a six county Northern Ireland and not nine as their majority would be larger

Any other valid point [2]

2 Study Source B

Using Source B and your contextual knowledge, give **two** ways that explain how the Education Act of 1947 affected the lives of people in Northern Ireland.

Target AO3: Comprehension from sources.

No rewardable material **[0]**

Limited accurate reference to Source B with no development **[1]**

Accurate reference to Source B with development **[2]**

Apply criteria for any **two** ways

Answers may include some of the following:

- Source B states that children will ‘transfer to secondary school at age 11’. Children who passed the 11+ could attend grammar schools
- Source B states that ‘New secondary schools will be built’. New secondary schools were constructed to cope with the large increase in the number of pupils
- Source B states that financial help would be given ‘to those most in need’. Scholarships were provided to allow more people to go onto third level education

Any other valid point [4]

3 Study Source C

AVAILABLE
MARKS

How **useful** is **Source C** for an historian studying the role played by Northern Ireland's naval and air bases during World War II?

Explain your answer, using **Source C and your contextual knowledge**.

Target AO3: analysis and evaluation of source utility to make substantiated judgements.

No rewardable material [0]

Level 1 ([1])

Answers at this level will offer a vague general account of the content of Source C and/or simply extract information from the source but no judgement on the utility of Source C is given.

Level 2 ([2]–[3])

Answers at this level will discuss the utility of Source C in explaining the role played by Northern Ireland's naval and air bases during World War II. Candidates may point out that Source C is a primary source and discuss the value of this. They may begin to make observations on authorship, the fact that this source is the view of a British government minister. They may also mention the reasons why this source was produced and how this affects utility. Some contextual knowledge about the role played by Northern Ireland's naval and air bases during World War II is used to support comments on the utility of Source C.

Level 3 ([4]–[5])

Answers at this level will analyse fully the utility of Source C. Candidates will use the content of the source and their own contextual knowledge on the issue of the role played by Northern Ireland's naval and air bases during World War II. They will make a reasoned judgement as to the utility of Source C in explaining the role of Northern Ireland's naval and air bases during World War II.

Answers may include some of the following:

- The source is useful in studying the role of Northern Ireland's naval and air bases during World War II because it is a primary source by a British government minister, written in the middle of World War II
- The source is useful because it allows the historian to see the important role that Northern Ireland's naval and air bases played during the war, such as Londonderry's 'key role in the Battle of the Atlantic' and the protection that was provided in the Atlantic by 'RAF coastal command bases in Northern Ireland'
- The source is useful as it is a newspaper article by a British government minister, which would reflect the view of the government of Britain on the role of Northern Ireland's naval and air bases during World War II
- However, the source is focused on the British government viewpoint. The statement only gives one opinion on the issue and omits the view of the government of Northern Ireland. It fails to tell us detail on important aspects of the role played by Northern Ireland's naval and air bases

Any other valid point

[5]

4 Study Source C

AVAILABLE
MARKS

How **reliable** is **Source C** for an historian studying the role played by Northern Ireland's naval and air bases during World War II?

Explain your answer, using **Source C and your contextual knowledge**.

Target AO3: analysis and evaluation of source reliability to make substantiated judgements.

No rewardable material [0]

Level 1 ([1])

Answers at this level will offer a vague general account of the content of Source C and/or simply extract information from the source but no judgement on the reliability of Source C is given.

Level 2 ([2]–[4])

Answers at this level will discuss the reliability of Source C. Answers may comment on the fact that this is a newspaper article by a British government minister and this can affect the reliability. Candidates may show some awareness of bias and comment on how this could affect its reliability. Some contextual knowledge about the role played by Northern Ireland's naval and air bases during World War II is used to support comments on the reliability of Source C.

Level 3 ([5]–[6])

Answers at this level will analyse fully the reliability of Source C. Candidates will use the content of the source and their contextual knowledge to make a reasoned judgement as to the reliability of Source C in explaining the role of Northern Ireland's naval and air bases during World War II.

Answers may include some of the following:

- Date of the source: a primary source produced at the time, explaining the view of a British government minister about the role of Northern Ireland's naval and air bases during World War II
- Author of the source: a British government minister who is well-informed as he would have played a part in ensuring that Northern Ireland's naval and air bases contributed to the war effort
- Nature of the source: since it is a newspaper article it may be biased and could exaggerate the role of Northern Ireland's naval and air bases
- Motive: The British government minister is clearly trying to justify the importance of the role of Northern Ireland's naval and airbases to the people of Northern Ireland by showing the strategic contribution that these bases are making to the war effort
- Candidates may judge that this source is reliable for giving the viewpoint of the British government on the role of Northern Ireland's naval and air bases. However, it is one sided and omits the views of important groups in Northern Ireland at the time

Any other valid point

[6]

5 (a) Give **one** term of the Anglo-Irish Agreements, 1938.

Target AO1 and AO2: demonstrate knowledge of the key features and characteristics of the period studied.

Any **one** term:

- There was a removal of the special tariffs which had been imposed on Irish and British goods
- Éire would pay Britain a lump sum of £10 million in settlement for all claims for land annuities – these were worth an estimated £78 million
- Britain would return the Treaty Ports

Any other valid point [1]

(b) Name the British Prime Minister who signed the Anglo-Irish Treaty, 1921.

Target AO1: demonstrate knowledge of the key features and characteristics of the period studied.

David Lloyd George

One mark for correct answer. If answer is incorrect award [0] [1]

(c) Give **one** problem faced by the economy of Éire between 1945 and 1949.

Target AO1 and AO2: demonstrate knowledge of the key features and characteristics of the period studied.

Any **one** problem:

- Éire found it difficult to recover from the wartime emergency and the country was effectively in a state of depression
- Unemployment levels rose, leading to emigration, which had a significant impact on the economy
- Building materials of all kinds, especially timber, were in short supply
- The wet summer of 1946, followed by a severe winter in 1946–1947 led to the rationing of bread

Any other valid point [1]

(d) Describe **one** reason why unionists were happy with the Ireland Act, 1949.

Target AO1 and AO2: demonstrate knowledge of the key features and characteristics of the period studied.

No rewardable material [0]

Able to identify **one** reason with limited description [1]

For example, unionists were happy as it made partition much more difficult to end.

Able to identify **one** reason with detailed description [2]

For example, unionists were happy as it made partition much more difficult to

end. Northern Ireland was to remain part of the United Kingdom unless the parliament of Northern Ireland decided otherwise.

Any other valid point

[2]

AVAILABLE
MARKS

6 Explain **two** of the following:

- A Terms of the Irish Constitution, 1937
- B The reasons for Éire's neutrality during World War II
- C The reaction of Northern Ireland's government to the outbreak of World War II

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second order historical concepts: significance/consequence/difference/causation.

Mark each part of the answer separately (2 × [9])

Level 1 ([1]–[3])

Answers will be vague and generalised showing limited knowledge and understanding of the event/issue chosen.

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will include relevant information demonstrating some knowledge and understanding of the period. An explanation is given showing an attempt to analyse the importance of the event/issue chosen.

Writing communicates ideas using historical terms accurately and shows some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will provide more detailed, relevant information demonstrating good knowledge and understanding of the period. A developed explanation is given demonstrating analysis of the importance of the event/issue chosen.

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

Terms of the Irish Constitution, 1937

- The Constitution stated that the Irish Free State would now be known as

Éire, the title of the head of the government would be Taoiseach and the head of state would have the title of President

- The role of President would be mainly ceremonial and would be decided by an election, held every seven years
- Irish was now recognised as the official language of the state
- Special recognition was given to the role and status of the Catholic Church. Freedom of religion was granted to other faiths
- Article II of the Constitution made the claim that Éire had the right to rule over the whole island of Ireland.
- Article III stated that until the end of partition Éire's laws would apply only to the 26 counties that were controlled by the Dublin government

Any other valid point

The reasons for Éire's neutrality during World War II

- Éire believed that Germany posed no real threat and even if there was a threat, they believed that as a member of the Commonwealth, Britain would protect them
- De Valera believed that neutrality was a way of expressing Éire's independence from Britain, showing that it was able to make its own decisions
- Éire was not equipped to fight a war because its army was small and its weak economy meant there was very little money that could be spent on military action
- The return of the three Treaty Ports in the Anglo-Irish Agreements of 1938 meant that Britain had no military presence in Éire. This made it easier for de Valera to declare neutrality
- De Valera feared that supporting the war would split the government and country. Some people in Éire had sympathy for Germany and did not want to help Britain
- Éire believed that neutrality would be the best way to unite the Irish people and protect them against the hardships of war

Any other valid point

The reaction of Northern Ireland's government to the outbreak of World War II

- The war provided an opportunity for the Northern Ireland government to declare its loyalty to Britain. The Northern Ireland Prime Minister, Lord Craigavon, reassured the British government that Northern Ireland was ready to play its part in the upcoming war
- Conscription was requested by the Stormont government and unionist people. In May 1939 Chamberlain met Craigavon to explain the reason for the decision not to introduce conscription
- There was an attitude of complacency, based on the belief that Northern Ireland was too far away to be targeted by an air attack. As a result, the appropriate defence measures were not put in place. In 1939 Northern Ireland had no RAF fighter protection, no searchlights, virtually no anti-aircraft guns or air raid shelters
- In 1938, Stormont passed the Air Raid Protection Act, which made local authorities responsible for civil defence. However, unlike in Britain, building air raid shelters, providing gas masks and recruiting volunteers for civil

defence and the emergency services were not compulsory. This meant that Northern Ireland's population was not well prepared for German attacks

- Some air raid shelters were constructed, air raid warning sirens were installed, blackout regulations were discussed and gas masks were distributed
- The pace of rearmament did begin to increase, with Northern Ireland being awarded over £6 million in defence contracts

Any other valid point

[18]

AVAILABLE
MARKS

40

Option 2: Changing Relations: Northern Ireland and its Neighbours, 1965–1998

AVAILABLE
MARKS

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

7 Study Source A

Using Source A and your contextual knowledge, give **one** reason that explains why republican prisoners started a hunger strike in 1981.

Target AO3: Comprehension from sources.

No rewardable material **[0]**

Limited accurate reference to Source A with no development **[1]**

Accurate reference to Source A with development **[2]**

Apply criteria for any **one** reason

Answers may include some of the following:

- Source A shows that one of the republican prisoners' demands was 'no prison uniform'. Those on hunger strike believed that they had not committed crimes, but were political prisoners and therefore should be allowed to wear their own clothes
- Source A shows that 'free association' was another of the republican prisoners' demands. They wanted an end to segregation within the prison and for political prisoners to mix freely with each other as prisoners of war (POWs)

Any other valid point

[2]

8 Study Source B

Using Source B and your contextual knowledge, give **two** reasons that explain why some unionists opposed the hunger strike of 1981.

Target AO3: Comprehension from sources.

No rewardable material **[0]**

Limited accurate reference to Source B with no development **[1]**

Accurate reference to Source B with development **[2]**

Apply criteria for any **two** reasons

Answers may include some of the following:

- Source B states 'they want special treatment in prison'. Unionists believed that these prisoners should not have special category status as they were guilty of murder and should be treated in the same way as other criminals
- Source B states that the hunger strikers 'are criminals who have been found guilty by the courts'. Unionists believed that the prisoners had been lawfully found guilty and imprisoned for their crimes. They were not political prisoners and therefore should be treated like all other prisoners

- Source B states ‘ I do not think that these murderers should be allowed to blackmail the government’. Unionists put pressure on the Conservative government at Westminster not to grant any concessions to the prisoners as this would appear to be giving in to terrorists
- Source B states that it was the prisoners’ choice to start a protest which might end in death and that ‘these terrorists did not give this choice to any of their victims’. They had very little sympathy for them and believed they did not deserve privileged treatment

Any other valid point

[4]

9 Study Source C

How **useful** is **Source C** for an historian studying different responses to the Good Friday Agreement of 1998?

Explain your answer, using **Source C and your contextual knowledge**.

Target AO3: analysis and evaluation of source utility to make substantiated judgements.

No rewardable material [0]

Level 1 ([1])

Answers at this level will offer a vague general account of the content of Source C and/or simply extract information from the source but no judgement on the utility of Source C is given.

Level 2 ([2]–[3])

Answers at this level will discuss the utility of Source C in studying different responses to the Good Friday Agreement. Candidates may point out that the source is a primary source and discuss the value of this. They may mention the significance of the date of this source and how this affects utility. They may begin to make observations on authorship, for example, the fact that the source is a public statement by a British government minister and the usefulness of this type of source. Some contextual knowledge is used to support comments on the utility of Source C.

Level 3 ([4]–[5])

Answers at this level will analyse fully the utility of Source C. Candidates will use the content of the source and their own contextual knowledge to make a reasoned judgement as to the utility of Source C in studying different responses to the Good Friday Agreement.

Answers may include some of the following:

- The source is useful in studying the different responses to the Good Friday Agreement because it is a primary source by a British government minister, a short time after the referendum results
- The source is useful as it shows that there was widespread support for the Good Friday Agreement. A majority of the people in Northern Ireland voted in favour of the agreement; this support came from ‘sections of both the

unionist and nationalist communities in Northern Ireland.’ The source states that ‘the people of the Republic of Ireland have also voted to accept the agreement’

- The source is useful as it is a public statement by a British government minister, showing support of the British government for the agreement
- The source is useful as it states that there may be some who oppose the agreement. However, this source is limited in that it does not provide any further detail on who did not support the agreement or why. Not all unionists voted in favour and there were several high-profile resignations from the Ulster Unionist Party in protest

Any other valid point

[5]

10 Study Source C

How **reliable** is **Source C** for an historian studying different responses to the Good Friday Agreement of 1998?

Explain your answer, using **Source C and your contextual knowledge**.

Target AO3: analysis and evaluation of source reliability to make substantiated judgements.

No rewardable material [0]

Level 1 ([1])

Answers at this level will offer a vague general account of the content of Source C and/or simply extract information from the source but no judgement on the reliability of Source C is given.

Level 2 ([2]–[4])

Answers at this level will discuss the reliability of Source C. Candidates may comment on the fact that this is a public statement and this can affect its reliability. Candidates may show some awareness of bias and comment on how this may affect its reliability. Candidates could refer to authorship and the nature of the source and discuss how this affects reliability. Some contextual knowledge is used to support comments on the reliability of Source C.

Level 3 ([5]–[6])

Answers at this level will analyse fully the reliability of Source C. Candidates will use the content of the source and their contextual knowledge to make a reasoned judgement as to the reliability of Source C in explaining different responses to the Good Friday Agreement of 1998.

Answers may include some of the following:

- Date of the source: a primary source from 1998, just after the referendum on the Good Friday Agreement had been held. It provides information on the extent of support for the agreement
- Author of the source: a British government minister who was involved in negotiating the agreement and so would be well-informed about events
- Nature of the source: a statement in Parliament and an official document and

- so is a reliable statement of the view of the British government at this time
- Motive: the source may be biased as the British government was keen to promote the agreement to ensure its success. The statement emphasises support from both communities in Northern Ireland and the Republic of Ireland, however, there is limited reference to those who opposed the agreement
- Candidates may challenge the reliability of this source as it provides only one view of the responses to the Good Friday Agreement and omits other viewpoints

Any other valid point [6]

- 11 (a) Name the President of Sinn Féin who was elected as MP for West Belfast in 1983.

Target AO1: demonstrate knowledge of the key features and characteristics of the period studied.

Gerry Adams

One mark for correct answer. If answer is incorrect award [0] [1]

- (b) Give **one** aim of the Ulster Defence Association (UDA).

Target AO1 and AO2: demonstrate knowledge of the key features and characteristics of the period studied.

Any **one** aim:

- To fill a gap in the defences of the loyalist community
- To protect Protestant areas
- To resist aggression by the PIRA and other republican organisations

Any other valid point [1]

- (c) Give **one** action taken by Prime Minister Terence O'Neill to improve community relations in Northern Ireland.

Target AO1 and AO2: demonstrate knowledge of the key features and characteristics of the period studied.

Any **one** action:

- Visiting Cardinal Conway, Archbishop of Armagh and spiritual leader of Ireland's Catholics
- Offering condolences to the Catholic Church on the death of Pope John XXIII
- Visiting schools and hospitals run by the Catholic Church
- Increasing financial support provided for Catholic schools and hospitals

Any other valid point [1]

- (d) Describe **one** reaction to the introduction of Direct Rule in Northern Ireland in 1972.

Target AO1 and AO2: demonstrate knowledge of the key features and characteristics of the period studied.

No rewardable material [0]

Able to identify **one** reaction with limited description [1]

For example, unionists held protests and strikes to show their opposition to Direct Rule.

Able to identify **one** reaction with detailed description [2]

For example, unionists were horrified that Stormont had been suspended. A crowd of 100 000 people protested at Stormont on 28 March 1972, while the Ulster Vanguard movement organised a series of strikes and shutdowns to try to get Stormont opened again.

Any other valid point [2]

- 12 Explain **two** of the following:

- A The demands of the Northern Ireland Civil Rights Association (NICRA)
- B Government actions to end the violence in Northern Ireland between August 1969 and August 1971
- C Differing responses to Bloody Sunday, 1972

Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: significance/consequence/difference/causation.

Mark each part of the answer separately (2 × [9])

Level 1 ([1]–[3])

Answers will be vague and generalised showing limited knowledge and understanding of the event/issue chosen.

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will include relevant information demonstrating some knowledge and understanding of the period. An explanation is given showing an attempt to analyse the importance of the event/issue chosen.

Writing communicates ideas using historical terms accurately and shows some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will provide more detailed, relevant information demonstrating good knowledge and understanding of the period. A developed explanation is given demonstrating analysis of the importance of the event/issue chosen.

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

The demands of the Northern Ireland Civil Rights Association (NICRA)

- NICRA was set up to gain equal rights in Northern Ireland. A main demand was to achieve ‘one man, one vote’ which would give the vote to all people over the age of 18 and end extra votes for businesses
- Fair allocation of council houses: unionist-dominated councils favoured Protestants when allocating council houses. Also, as fewer Catholics possessed a property, fewer of them were ratepayers and so fewer Catholics could vote
- End gerrymandering, which allowed unionists to gain a majority of seats on local councils, even in nationalist majority areas
- Prevent discrimination in government jobs as unionists were often favoured for jobs in the public sector
- Removal of the Special Powers Act which allowed the government to arrest and detain people without trial
- Disband the B-Specials which nationalists believed had persecuted them

Any other valid point

Government actions to end the violence in Northern Ireland between August 1969 and August 1971

- The British Army was introduced onto the streets of Northern Ireland on 14 and 15 August 1969 to restore law and order. Serious disorder had broken out during the summer of 1969
- As part of a political attempt to end the violence, a meeting on 19 August 1969 between James Chichester-Clark and Harold Wilson led to the Downing Street Declaration which aimed to provide reassurances to both communities
- Further reforms were announced, along with initiatives to improve the economy in Northern Ireland
- As the PIRA’s campaign became more deadly by the summer of 1970, the Army imposed a 34-hour curfew on the Lower Falls area of Belfast in July to conduct a house-to-house search for weapons and ammunition
- By July-August 1971, violence was at an all-time high. Prime Minister Brian Faulkner was facing strong unionist pressure for firm action. The government’s response was to use the Special Powers Act to introduce internment. Internment meant that those suspected of terrorist activity could be arrested and detained without trial. Operation Demetrius began on 9 August 1971

Any other valid point

Differing responses to Bloody Sunday, 1972

- While some regretted the deaths, there was in general little sympathy in the unionist community for those killed
- Unionists saw the march as both illegal and provocative; many believed that members of the PIRA had been involved in the organisation of the march and that some of those killed had been armed
- Many unionists were unhappy with the government's inability to control the violence and supported the formation of the Ulster Vanguard movement by William Craig, in February 1972. One of its meetings in Ormeau Park, Belfast, attracted 70 000 people
- Nationalists believed that all the victims were innocent and that the actions of the Parachute Regiment had been unprovoked. There was rioting in nationalist areas and the British embassy in Dublin was burned down
- Nationalist hostility towards the British state grew and IRA membership increased, especially in Derry/Londonderry. The Parachute Regiment's barracks in Aldershot was bombed by the Official IRA
- Westminster faced international condemnation and concluded that Stormont was no longer capable of controlling the violence. The British government demanded the transfer of security policy to Westminster

Any other valid point

[18]

40

**AVAILABLE
MARKS**