



**General Certificate of Secondary Education
2018**

History

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

[GHT11]

MONDAY 4 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 they 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:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

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 answers, 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 tasks or 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

Tasks and 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 is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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.

Assessment of spelling, punctuation and the accurate use of grammar

Spelling, punctuation and the accurate use of grammar is taken into account in assessing candidates' responses to specific questions in Unit 1 and Unit 2. The following guidance is provided to assist examiners:

- **threshold performance:** Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
- **intermediate performance:** Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
- **high performance:** Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Section A

AVAILABLE
MARKS

Option 1: Germany, 1918–1939

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

1 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the rise of the Nazi Party:

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

- (i) Crisis which helped to increase the Nazi vote **Economic Depression**
- (ii) Nickname given to the SA Stormtroopers [1]
- (iii) President who appointed Hitler as Chancellor Von Hindenburg [1]
- (iv) Appointed as Hitler’s Vice-Chancellor Von Papen [1]
- (v) In charge of propaganda Goebbels [1]

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

(b) Describe **two** ways in which the Nazis tried to win support in Germany between 1923 and 1928.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one way with no description [1]
Able to identify one way with limited description [2]
Able to identify one way with detailed description [3]
Apply above criteria to each way

Any **two** ways:

- In the Munich Putsch of 1923, Hitler and approximately 2000 Nazis tried to take power with the intention of marching to Berlin
- During his time in prison Hitler decided that he would try to win power by running in elections to the Reichstag
- The Nazis used different types of propaganda such as rallies and publishing newspapers
- Hitler wrote Mein Kampf while in prison, outlining his main ideas in an effort to broaden the appeal of the Nazis
- The Hitler Youth was established and along with other organisations tried to win the support of professional groups such as teachers.

Any other valid point [6]

(c) Below are two reasons why the Weimar Republic collapsed by January 1933.

Choose **one** reason and explain how it led to the collapse of the Weimar Republic by January 1933.

Impact of the Depression, 1929–January 1933	Actions of Hitler and the Nazis, 1929–January 1933
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the reason or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing 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 describe but not explain the effects of the reason chosen. Candidates give an account of the reason chosen but how it led to the collapse of the Weimar Republic is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain how the reason chosen led to the collapse of the Weimar Republic. Candidates demonstrate an understanding of the effects of the reason chosen on the collapse of the Weimar Republic. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Impact of the Depression, 1929–January 1933

- The Weimar government could not decide how to deal with the Wall Street Crash. This resulted in an economic depression in Germany
- The actions of Weimar politicians, including Müller and Brüning, resulted in political instability. They had to rule using Article 48 and when they could not get a majority in the Reichstag, they had to call new elections
- Unemployment reached 6 million and German people lost faith in Weimar governments
- The German people started to vote for extremist parties.

Actions of Hitler and the Nazis, 1929–January 1933

- The Nazis promised to abolish the Treaty of Versailles and to end unemployment. They used propaganda to get their message across, under the direction of Joseph Goebbels

- In the 'Hitler over Germany' campaign, Hitler flew all over Germany to deliver his speeches
- Hitler and the Nazis won 37.3% of the vote in the July 1932 elections but Hindenburg would not allow Hitler to become Chancellor
- Hindenburg was convinced that Hitler could be controlled and so Hitler was appointed Chancellor on 30 January 1933.

Any other valid point

[6]

(d) Why did a hyperinflation crisis take place in Germany in 1923?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing 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 be more detailed with some analysis of the main reasons for the hyperinflation crisis in Germany in 1923. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing 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 explain the issue or event studied, providing more accurate detail and analysis of the main reasons for the hyperinflation crisis in Germany in 1923. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- The German economy had already been suffering as a result of the aftermath of World War One, the loss of resources due to the Treaty of Versailles and the reparations payments that had to be made by the Germans
- The German government failed to keep up with reparations payments 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
- The German government still had to pay striking workers and so they printed off extra money to do this
- The Government continued to print extra money with no gold to back it up. This led to hyperinflation.

Any other valid point

[9]

25

2 Target AO1: Recall of knowledge

AVAILABLE MARKS

(a) Below is a list of words linked to Nazi policies towards the Jews in Germany:

Nuremberg Laws	Master Race	Kristallnacht	Anti-Semitic	Boycott
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Word which means anti-Jewish **Anti-Semitic**
- (ii) Removed Jewish citizenship Nuremberg Laws [1]
- (iii) Germans were not allowed to go to Jewish shops Boycott [1]
- (iv) Used by Hitler to describe Germans Master Race [1]
- (v) Jewish businesses and synagogues were attacked Kristallnacht [1]

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

(b) Describe **two** ways in which the Nazis used propaganda to control the lives of people in Germany between 1933 and 1939.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award **[0]** for responses not worthy of credit
Able to identify one way with no description **[1]**
Able to identify one way with limited description **[2]**
Able to identify one way with detailed description **[3]**
Apply above criteria to each way

Any **two** ways:

- The Ministry of Propaganda and Enlightenment headed by Joseph Goebbels controlled what could be printed in newspapers
- Propaganda films were made by the Nazis and shown in cinemas
- Parades and rallies were held at different stages of the year to glorify Germany, Hitler himself or important anniversaries, e.g. Nuremberg rallies
- Loudspeakers were put up in public places so that everyone could listen to the Nazi message.

Any other valid point [6]

(c) Below are two events used by Hitler to build his power by 1934.

Choose **one** event and explain how it helped Hitler to increase his control in Germany.

The Reichstag Fire, February 1933	The Night of the Long Knives, June 1934
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the event chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing 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 describe but not explain the effects of the event chosen. Candidates give an account of the event chosen but how it helped Hitler to increase his control is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain how the event chosen helped Hitler to increase his control. Candidates demonstrate an understanding of the effects of the event on Hitler's control. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

The Reichstag Fire, February 1933

- Hitler exploited the Reichstag Fire. On 28 February, the 'Decree for the Protection of People and State' was drawn up by the Nazis and signed by Hindenburg. The 'emergency' powers contained within the decree marked the beginning of the breakdown in the democratic process
- In the aftermath of the fire, during the final week of the election the SS and SA arrested thousands more Communists and other opponents of the Nazis. The new powers meant that they could be imprisoned indefinitely without trial
- Using these new powers, the Nazis banned newspapers, leaflets and meetings of opponents.

The Night of the Long Knives, June 1934

- The SA had gained a bad reputation for violent behaviour and were increasingly unpopular with Hitler's middle class supporters

AVAILABLE
MARKS

- Hitler feared that Ernst Röhm, the SA leader wanted to replace him as leader of the Nazis. By killing Röhm and his supporters within the SA, Hitler could now be assured of the army's support and no one could topple him
 - Hitler needed the support of the army in order to carry out his foreign policy aims but they hated the SA. By carrying out the Night of the Long Knives Hitler was able to get the army to swear an Oath of Loyalty to him.
- Any other valid point [6]

(d) How did the Nazis try to control the lives of young people in Germany between 1933 and 1939?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main ways in which the Nazis tried to control the lives of young people in Germany. Writing communicates ideas using a limited range of historical terminology and showing 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 be more detailed with some analysis of the main ways in which the Nazis tried to control the lives of young people in Germany. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing 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 explain the ways studied, providing more accurate detail and analysis of the main ways in which the Nazis tried to control the lives of young people in Germany. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- Youth groups were established to control the leisure time of young people. Boys were taught to fire a gun and to march in the Hitler Youth
- Girls were taught how to look after a home and raise children in the League of German Maidens
- School subjects were altered. Religion was not taught but there was an emphasis on PE, History, Race Studies and Biology. Girls were taught Home Economics
- Teachers had to belong to the Nazi Teachers' League and had to promote Nazism at all times
- Adolf Hitler Schools and Order Castles were set up for the most talented school pupils to attend.

Any other valid point

[9]

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3 Target AO1: Recall of knowledge

**AVAILABLE
MARKS**

(a) Below is a list of words linked with German foreign policy:

Polish Corridor	Sudetenland	Anti-Comintern Pact	Rome–Berlin Axis	Appeasement
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Territory which split Germany **Polish Corridor**
- (ii) 1936 agreement between Mussolini and Hitler Rome–Berlin Axis [1]
- (iii) French and British policy towards Germany until March 1939 Appeasement [1]
- (iv) 1936 agreement between Germany and Japan Anti-Comintern Pact [1]
- (v) Territory taken by Hitler in 1938 Sudetenland [1]

[1] for **each** correct answer.

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

(b) Describe **two** actions taken by the Nazis to gain control of the Sudetenland in 1938.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

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

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

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

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

Apply above criteria to each action

Any **two** actions:

- Hitler instructed the Sudeten Nazis under their leader, Henlein, to stir up trouble and Hitler claimed that the Czechs were mistreating the Germans living there
- Hitler then stated that he would declare war if the areas of the Sudetenland that were more than 50% German were not given to Germany
- Hitler met with Chamberlain, the British Prime Minister who agreed to Hitler's demands
- Hitler then raised his claim to all of the Sudetenland and this increased the threat of war
- Hitler attended the Munich Conference where Chamberlain, along with Daladier, the French leader and Mussolini, the Italian leader, agreed to give Hitler all of the Sudetenland.

Any other valid point [6]

(c) Below are two areas where Hitler took action between 1936 and 1939.

AVAILABLE
MARKS

Choose **one** area and explain the actions of Hitler and the Nazis.

The Rhineland	Poland
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the area chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing 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 describe but not explain the actions in the area chosen. Candidates give an account of the area chosen but the actions of Hitler and the Nazis are not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain the actions of Hitler and the Nazis in the area chosen. Candidates demonstrate an understanding of the actions of Hitler and the Nazis in the area chosen. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

The Rhineland

- According to the Treaty of Versailles, the Rhineland was to be a demilitarised zone between Germany and France
- On 7 March 1936 Hitler sent 22 000 police and 15 000 soldiers into the Rhineland. Hitler told his generals to turn back if they were challenged
- Britain did not think it was worth going to war as the Rhineland belonged to Germany and they were sympathetic to Germany's claims that it had a right to defend itself
- France would not act without Britain, so Germany was not challenged.

Poland

- Hitler signed the Nazi-Soviet Pact with Russia. The two countries agreed not to go to war with each other for 10 years and they would divide Poland 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 in September 1939. The German army used Blitzkrieg to take over the western side of Poland.
- Any other valid point [6]

(d) How was Hitler able to gain control of Austria by 1938?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main actions taken to gain control of Austria. Writing communicates ideas using a limited range of historical terminology and showing 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 be more detailed with some analysis of the main actions taken to gain control of Austria. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing 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 explain the issue or event studied, providing more accurate detail and analysis of the main actions taken to gain control of Austria. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- In 1934 Austrian Nazis assassinated the Austrian Chancellor, Dollfuss. Hitler considered taking over Austria at this point but the Italian leader Mussolini stood up to him. By 1938 Germany and Italy were allies and the German army had grown
- Austrian Nazis began to put pressure on the government to join Austria and Germany together
- Hitler forced Schuschnigg, the Austrian Chancellor, to appoint the Austrian Nazi leader, Seyss-Inquart as Minister of the Interior
- Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and Schuschnigg was forced to resign
- Seyss-Inquart became the new Austrian Chancellor and invited German troops into the country to restore order
- A referendum was held and 99.7% of Austrians who voted supported the union with Germany.

Any other valid point

[9]

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Option 2: Russia, c1916–1939

AVAILABLE
MARKS

4 Target AO1: Recall of knowledge

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

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

- | | | | |
|-------|--|----------------|-----|
| (i) | Battleship which signalled the start of the October Revolution | <u>Aurora</u> | |
| (ii) | Organised the October Revolution | Lenin | [1] |
| (iii) | Headquarters of the Bolsheviks | Smolny | [1] |
| (iv) | Leader of the Provisional Government | Kerensky | [1] |
| (v) | Headquarters of the Provisional Government | Tauride Palace | [1] |

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

(b) Describe **two** problems experienced by the Russian army during the First World War.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one problem with no description [1]
Able to identify one problem with limited description [2]
Able to identify one problem with detailed description [3]
Apply above criteria to each problem

Any **two** problems:

- The Russian army was easily defeated at Tannenberg and the Masurian Lakes in 1914. The German army was better organised and equipped
- There were shortages of artillery, ammunition, boots and medical equipment in the Russian army. Morale declined, with a rising rate of desertion by 1916
- The quality of the Russian army's leadership was poor. Most of the generals were upper class with little experience of modern warfare. Nicholas II became Commander-in-Chief in 1915 but he was indecisive and lacked leadership skills
- The Russian army suffered a high casualty rate. Over 9 million soldiers were killed, wounded or taken prisoner by 1916.

Any other valid point [6]

- (c) Below are two people who became unpopular in Russia during the First World War.

Choose **one** person and explain how their actions made them unpopular.

Tsar Nicholas II	Rasputin
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

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

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the person chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing 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 describe but not explain how the person became unpopular during the First World War. Candidates give an account of the person but how they became unpopular during the First World War is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain and demonstrate an understanding of how the person became unpopular during the First World War. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Tsar Nicholas II

- Tsar Nicholas made himself Commander-in-Chief of the Russian army in August 1915 after the defeats at Tannenberg and the Masurian Lakes in 1914. This was a mistake as he was now personally responsible for Russia's performance in the war
- Nicholas left Petrograd and went to army headquarters at Mogilev and left control of the government to Tsarina Alexandra
- In 1915 Nicholas rejected an offer from the Progressive Bloc, representing most of the Fourth Duma, to create a government of national unity to co-ordinate Russia's war effort
- In February 1917 Nicholas ignored the Fourth Duma's advice and disbanded it.

Rasputin

- The growing influence of Rasputin over Tsarina Alexandra was resented. Many in Russia thought Rasputin had too much influence
- Many were concerned by Rasputin's immoral lifestyle. He drank heavily, used drugs and had affairs with many women. He was even rumoured to be having an affair with the Tsarina
- Rasputin had much control over government appointments. He often took bribes in exchange for helping people to be appointed into the government. Many of those he did not appoint resented him
- Rasputin was even hated by a number of nobles. They were concerned about the effect he was having on the royal family's reputation. A group of nobles carried out his assassination in December 1916.

Any other valid point

[6]

- (d) How did the weaknesses and failures of the Provisional Government lead to its downfall by October 1917?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of consequence, key features and characteristics of the period studied.

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

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of how the weaknesses and failures of the Provisional Government led to its downfall by October 1917. Writing communicates ideas using a limited range of historical terminology and showing 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 be more detailed with some analysis of how the weaknesses and failures of the Provisional Government led to its downfall by October 1917. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing 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 explain how the weaknesses and failures of the Provisional Government led to its downfall by October 1917, providing more accurate detail and analysis of the main consequences or effects of the event or issue. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- As a Provisional Government, it was never intended to last long. The Provisional Government was not elected, unlike the Petrograd Soviet, and so lacked authority

- The Provisional Government had to share power with the Petrograd Soviet, making it more difficult for it to claim to be the only true government of the country
- The Provisional Government was made up of largely upper and middle class people who knew little of the suffering of ordinary people in Russia. None had played any part in the February Revolution
- The Provisional Government supported Russia's continued involvement in the First World War. This became unpopular, especially after the failure of the June Offensive
- The Provisional Government postponed the introduction of land reforms until the election of the Constituent Assembly and the end of the war
- The Provisional Government mishandled the Kornilov Affair of August 1917. The Provisional Government released some Bolshevik leaders and supplied them with weapons. This strengthened the Bolsheviks, who in October overthrew the Provisional Government.

Any other valid point

[9]

AVAILABLE
MARKS

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5 Target AO1: Recall of knowledge

**AVAILABLE
MARKS**

(a) Below is a list of words linked to the Treaty of Brest-Litovsk, March 1918:

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

- | | | |
|---|--------------------|-----|
| (i) Payment for damage caused | Reparations | |
| (ii) Area given independence | Finland | [1] |
| (iii) Group which opposed the Treaty | Tsarists | [1] |
| (iv) Group which supported the Treaty | Bolsheviks | [1] |
| (v) Country which benefited from the Treaty | Germany | [1] |

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

(b) Describe **two** methods used by Lenin and the Bolsheviks to keep control over Russia between October 1917 and the outbreak of the Russian Civil War.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one method with no description [1]
Able to identify one method with limited description [2]
Able to identify one method with detailed description [3]
Apply above criteria to each method

Any **two** methods:

- The Bolsheviks set up the Sovnarkom which Lenin argued represented the will of the people
- The Bolsheviks used the Red Guard to close down the Constituent Assembly. The Constituent Assembly had been dominated by the SRs
- The Bolsheviks set up the Cheka. The Cheka was a secret police force who dealt ruthlessly with the Bolsheviks' enemies
- The Bolsheviks signed the Treaty of Brest-Litovsk. This ended Russia's involvement in the First World War.

Any other valid point [6]

- (c) Below are two groups affected by War Communism in Russia between 1918 and 1921.

Choose **one** group and explain how it was affected by War Communism.

Peasants	Workers
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

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

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 showing 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 describe but not explain how the group was affected by War Communism. Candidates give an account of the group but how they were affected by War Communism is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain and demonstrate an understanding of how the group was affected by War Communism. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Peasants

- Peasants were badly affected by the requisitioning of grain. All surplus grain was seized by requisition squads in order to give it to the army
- Peasants lived in fear of the requisition squads
- To avoid having their grain seized, many peasants produced less grain. In 1921 the grain harvest was 37.6 million tons – less than half of the 1913 harvest
- A famine took place as a result of the drop in grain production. 5 million people died.

Workers

- War Communism imposed severe discipline on workers. Harsh penalties were imposed for absenteeism and lateness
- Inflation and food shortages led to bartering in order to survive. The black market became vital
- The population of the industrial cities dropped

- The growing discontent of workers was shown in the Kronstadt Mutiny. Angry sailors were joined by workers in protest at the harsh restrictions of War Communism.

Any other valid point [6]

- (d) How did the strengths of the Red Army lead to its victory in the Russian Civil War between 1918 and 1921?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of consequence, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of how the strengths of the Red Army led to its victory in the Russian Civil War between 1918 and 1921. Writing communicates ideas using a limited range of historical terminology and showing 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 be more detailed with some analysis of how the strengths of the Red Army led to its victory in the Russian Civil War between 1918 and 1921. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing 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 explain how the strengths of the Red Army led to its victory in the Russian Civil War between 1918 and 1921, providing more accurate detail and analysis of the main consequences or effects of the event or issue. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- The Red Army was well organised. Trotsky forced 22 000 Tsarist officers to provide leadership to turn the inexperienced Red Army into a disciplined, well-led and effective fighting force
- The Red Army was much bigger than the Whites. It numbered 5 million soldiers
- The Red Army was well disciplined. Trotsky introduced the death penalty for a range of military offences, including desertion and disloyalty. This helped ensure that the Red soldiers fought well
- The Red Army won the Civil War because it occupied the most industrially-developed areas of Russia, with access to weapons and war supplies unavailable to the Whites. Russia's railway system was centred on Moscow so that the Bolsheviks could deploy troops quickly to deal with attacks from the Whites

- The Red Army was well supplied. Lenin organised War Communism to ensure that industry and agriculture in Bolshevik-controlled areas were geared to supply the Red Army
 - The Red Army had an inspirational leader in Trotsky. He visited the troops at the front in a special train and made rousing speeches.
- Any other valid point

[9]

**AVAILABLE
MARKS**

25

6 Target AO1: Recall of knowledge

**AVAILABLE
MARKS**

(a) Below is a list of words linked to collectivisation in the USSR in the 1930s:

Motor Tractor Stations (MTS)	Kolkhoz	Kulaks	Siberia	Ukraine
------------------------------	---------	--------	---------	---------

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

- | | | |
|---|------------------------------|-----|
| (i) Name for a collective farm | <u>Kolkhoz</u> | |
| (ii) People who opposed collectivisation were sent here | Siberia | [1] |
| (iii) Provided machinery to farms | Motor Tractor Stations (MTS) | [1] |
| (iv) Farmers who lost land because of collectivisation | Kulaks | [1] |
| (v) Severe famine in this area | Ukraine | [1] |

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

(b) Describe **two** ways in which Stalin kept control over the USSR in the 1930s.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one way with no description [1]
Able to identify one way with limited description [2]
Able to identify one way with detailed description [3]
Apply above criteria to each way

Any **two** ways:

- Stalin used terror to deal with political opposition. The Great Purges between 1934 and 1938 removed most of the middle and upper layers of the Communist Party. The NKVD or secret police sent up to 20 million Russians to labour camps or gulags
- ‘Show Trials’ were used to remove the leading members of the Communist Party, e.g. Zinoviev and Bukharin
- Propaganda was used to promote the image of Stalin as the saviour of the USSR. The Cult of Personality was developed in the 1930s. Paintings, sculptures and poems glorified Stalin
- By the 1930s the communist newspaper Pravda was controlled by Stalin.

Any other valid point [6]

- (c) Below are two areas of the economy affected by the Five Year Plans in the 1930s.

Choose **one** area and explain how it was affected by the Five Year Plans.

Industry	Workers
----------	---------

Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

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

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the area chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing 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 describe but not explain how the area was affected by the Five Year Plans. Candidates give an account of the area but how it was affected by the Five Year Plans is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain and demonstrate an understanding of how the area was affected by the Five Year Plans. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Industry

- Stalin imposed communist principles on the Russian economy. The New Economic Policy (NEP) was ended and the Russian economy was now centrally-controlled. An organisation called Gosplan set targets for each region, factory and worker
- The USSR's Gross National Product doubled between 1928 and 1939. Industrial production increased significantly, e.g. after 1928 coal production increased from 25 million tons to 168 million tons
- New areas of industry were opened up in remote, resource-rich parts of the USSR east of the Urals, e.g. Siberia. New cities, e.g. Magnitogorsk and Gorki were built and industries developed
- Transport and the chemicals industry developed. Workers were transported more easily to work. In 1935 the first line of the Moscow Metro was opened.

Workers

- The number of workers grew. However, the quality of work was often poor as many workers in the 1930s were untrained peasants
- Workers continued to experience poor living conditions and working conditions. However, rewards were offered for successful workers, e.g. the Stakhanovite movement
- An elite group of skilled workers emerged with over 250 000 engineering graduates between 1928 and 1939
- Workers were proud to play a part in the success of the Five Year Plans. They were grateful to Stalin.

Any other valid point

[6]

- (d) How did Stalin defeat his rivals in the leadership struggle in the USSR between 1924 and 1929?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of consequence, key features and characteristics of the period studied.

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

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of how Stalin defeated his rivals in the leadership struggle in the USSR between 1924 and 1929. Writing communicates ideas using a limited range of historical terminology and showing 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 be more detailed with some analysis of how Stalin defeated his rivals in the leadership struggle in the USSR between 1924 and 1929. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing 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 explain how Stalin defeated his rivals in the leadership struggle in the USSR between 1924 and 1929, providing more accurate detail and analysis of the main consequences or effects of the event or issue. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- Stalin used his position as General Secretary to control appointments and build up a power base within the party
- In 1924 Trotsky's failure to attend Lenin's funeral damaged his reputation. Stalin delivered Lenin's funeral oration, setting himself up as the man who would carry on Lenin's work
- Stalin made sure that details of Lenin's will, which was critical of Stalin, were not published. This helped his reputation

- Stalin exploited the fact that Trotsky had been a Menshevik. This cast doubt on whether Trotsky would be a suitable leader
- Stalin outmanoeuvred his rivals in the Politburo exploiting personal jealousies, character weaknesses and issues such as 'communism in one country'. In 1927 the left-wing group of Trotsky, Kamenev and Zinoviev was defeated on this issue and expelled from the Politburo
- In 1929 Stalin outmanoeuvred the right-wing group led by Bukharin over its support for the New Economic Policy (NEP) and removed them from the Politburo and thus became the undisputed ruler of the USSR by 1929.

Any other valid point

[9]

**AVAILABLE
MARKS**

25

Option 3: United States of America, c1920–1941

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MARKS

7 Target AO1: Recall of knowledge

(a) Below is a list of words linked to Prohibition in the USA in the 1920s:

Moonshine	Volstead	Bootlegging	St Valentine's Day Massacre	Chicago
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) American city which was the headquarters of the Mafia **Chicago**
- (ii) Illegal importing of alcohol into the USA Bootlegging [1]
- (iii) Act that banned alcohol in the USA Volstead [1]
- (iv) Homemade alcohol Moonshine [1]
- (v) Organised by Al Capone in 1929 St Valentine's Day Massacre [1]

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

(b) Describe the experiences of **two** groups in the USA which did not share in the economic boom of the 1920s.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one group with no description [1]
Able to identify one group with limited description [2]
Able to identify one group with detailed description [3]
Apply above criteria to each group

Any **two** groups:

- Farmers borrowed from banks to buy machinery to increase production. However, food prices continued to fall, farm debt increased to \$2 billion by 1929 and the number of evictions increased
- Thousands of farm labourers lost their jobs because of mechanisation. Sharecroppers, mainly Black Americans in the Southern States, were badly affected by the fall in cotton prices. Thousands were forced to migrate to the northern cities
- Wages for textile workers declined, e.g. female cotton workers in Carolina earned only \$9 per week in 1926. The coal industry declined in the 1920s and coal miners were involved in strikes and lockouts for better wages and conditions
- Many unskilled workers in construction missed out on the boom. Working conditions were dangerous, especially in building the skyscrapers. Wages of construction workers increased by only 4% during the 1920s.

Any other valid point [6]

(c) Below are two groups which faced problems in the USA in the 1920s.

Choose **one** group and explain the problems it faced in the USA in the 1920s.

Black Americans	Immigrants
-----------------	------------

Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of key features and characteristics of the period studied.

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

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 showing 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 describe but not explain the problems faced by the group chosen. Candidates give an account of the ways in which the chosen group experienced problems but will not develop its effects on the group chosen. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain the problems faced by the group chosen during the 1920s. Candidates demonstrate an understanding of the ways in which the chosen group experienced problems during the 1920s. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Black Americans

- The Jim Crow Laws ensured that the Black Americans in the Southern States did not have equal civil rights. The principle behind the Jim Crow Laws was segregation. Black Americans were denied equality in education, housing and access to the law and public amenities such as swimming pools, parks and libraries
- Black Americans found it difficult to vote in the Southern States. The Literacy Act disadvantaged Black Americans and the Grandfather Clause prevented anyone whose grandfather was a slave from voting
- The Ku Klux Klan with 5 million members in 1925 used violence and intimidation to ensure the supremacy of the WASPs. Over 400 Blacks were lynched by the KKK in the 1920s

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MARKS

- Most Black Americans were sharecroppers or labourers in the cotton plantations. The decline in demand for cotton affected Black Americans and over 750 000 lost their jobs in the 1920s. Thousands migrated to the northern cities where they did low-skill menial jobs such as domestic servants and most lived in ghettos.

Immigrants

- Over 40 million immigrants came to the USA from 1890 until 1914. Immigrants were seen as a threat to the jobs of WASPs as they undercut wages
- Immigrants were linked to anarchism and communism. There were strong fears that new immigrants would start a communist revolution in the USA. The Palmer Raids in 1918 led to the deportation of 6000 immigrants suspected of being communist sympathisers in the Red Scare
- The Sacco and Vanzetti Case symbolised intolerance towards immigrants as two Italians were executed in 1927 on very flimsy evidence in a famous miscarriage of justice
- The end of the Open Door policy caused problems for immigrants. Three laws in the 1920s greatly reduced the number of immigrants allowed to enter the USA. The National Origins Act of 1924 and the Immigration Quota Acts of 1921 and 1929 severely reduced immigration from Asia and Eastern Europe.

Any other valid point

[6]

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

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

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

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main effects of the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing 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 be more detailed with some analysis of the effects of cinema and jazz music on the lives of Americans in the 1920s. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing 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 explain the issue or event studied, providing more accurate detail on the effects of cinema and jazz music on the lives of Americans in the 1920s. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- The cinema was a new way of spending leisure time and became very popular during the 1920s. 110 million 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. Thousands attended Valentino's funeral in 1926
- The cinema was blamed for the decline in morals of young people. Conservative groups criticised the use of sex symbols, e.g. Clara Bow, the IT girl. In 1928 the Hays Code tried to regulate the moral content of films
- Flappers (fashionable young women) smoked, wore short skirts and held liberal attitudes to relationships. The cinema and jazz music formed an important part of the new lifestyle changes in the USA in the 1920s
- Jazz music became very popular among young people. New daring dances like the Charleston and Black Bottom were criticised by churches and conservative groups
- Jazz music was linked to the speakeasies. Drinking alcohol and dancing became a popular part of social lives of many young people.

Any other valid point

[9]

AVAILABLE
MARKS

25

8 Target AO1: Recall of knowledge

**AVAILABLE
MARKS**

(a) Below is a list of words linked to the effects of the Great Depression on the lives of Americans:

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

- | | | |
|--|--------------------------|-----|
| (i) Queues of people receiving food from private charities | <u>Breadlines</u> | |
| (ii) Result of not paying rent or mortgage | Eviction | [1] |
| (iii) Homeless men in search of work | Hobos | [1] |
| (iv) Shanty towns built by homeless people during the Great Depression | Hoovervilles | [1] |
| (v) Demanded early repayment of money from the government | Bonus Army | [1] |

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

(b) Describe **two** actions taken by President Hoover to deal with the effects of the Great Depression on industry and the lives of the unemployed.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one action with no description [1]
Able to identify one action with limited description [2]
Able to identify one action with detailed description [3]
Apply above criteria to each action

Any **two** actions:

- Hoover continued the traditional Republican policy of trying to balance the budget by cutting government spending as the amount raised in taxes had fallen. He believed in voluntary agreements between employers and workers to limit unemployment
- Hoover increased tariffs on imports by 50% in the Hawley-Smoot Act, 1930. This led to a further decline in world trade. He cut taxes by \$130 million in order to stimulate demand
- In 1931 Hoover spent \$423 million on a building programme that provided jobs, e.g. the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment
- Hoover's most important action was to set up the Reconstruction Finance Corporation (RFC) in 1932 which lent \$1,500 million to state governments to give loans to industry, railway companies and banks to prevent further closures.

Any other valid point [6]

(c) Below are two causes of the Wall Street Crash, October 1929.

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Choose **one** cause and explain how it led to the Wall Street Crash.

Share Speculation	The Banks
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of key features and characteristics of the period studied.

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

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the cause chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing 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 describe but not explain how the cause chosen led to the Wall Street Crash. Candidates give an account of the cause but will not develop how it led to the Wall Street Crash. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain how the chosen cause led to the Wall Street Crash. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

Share Speculation

- There was little regulation of the Wall Street Stock Exchange in the 1920s. The value of company shares on Wall Street increased to reflect rising company profits. More people began to speculate or invest for short-term profit. A share-buying craze began in 1927 and by 1929 over 20 million Americans became 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. This system could only continue if share prices kept increasing. These small investors could not pay back loans to the banks if share prices fell.

The Banks

- There was little regulation of the banking system before 1929. Many banks used savers' deposits to invest in shares and lent money to stockbrokers and speculators
- Banks lent \$8 billion in 1929 to stockbrokers and speculators to buy shares 'on the margin' and many banks had invested money in shares
- Banks contributed to the Wall Street Crash in October 1929 by putting pressure on speculators which led to panic selling of shares and a collapse in share prices. Many speculators were unable to repay debts. This led to a serious cash flow crisis and 642 banks collapsed in 1929.

Any other valid point

[6]

- (d) How did the Great Depression affect agriculture and the lives of people living in the countryside?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main effects of the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing 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 be more detailed with some analysis of the effects of the Great Depression on agriculture and the lives of people living in the countryside. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing 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 explain the issue or event studied, providing more accurate detail on the effects of the Great Depression on agriculture and the lives of people living in the countryside. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- Overproduction and underconsumption meant that farmers had missed out on the economic boom of the 1920s. The Hawley-Smoot Act, 1930, worsened these problems. Grain and meat prices continued to fall, e.g. the price of wheat decreased from 103c per ton in 1929 to 38c per ton in 1933
- Many farmers had borrowed heavily from banks in order to purchase new machinery in the 1920s. By 1932, over 40% of all farms were mortgaged to banks due to debt and the number of farm evictions increased

- Thousands of sharecroppers and farm labourers lost their jobs and experienced severe hardship while farmers were forced to destroy crops because it was too expensive to harvest them. Poverty existed in the midst of plenty in the USA during the Depression
- In the Mid-West the Dust Bowl worsened the position of farmers. Drought and over-cropped soil led to dust storms ruining millions of acres of previously fertile land. Thousands of farmers from Oklahoma and Arkansas migrated west to California in search of a new life as farm labourers.

Any other valid point

[9]

**AVAILABLE
MARKS**

25

9 Target AO1: Recall of knowledge

**AVAILABLE
MARKS**

(a) Below is a list of words linked to the presidential election of 1932 and its aftermath:

Fireside Chats	The Hundred Days	The 3 Rs	Beer Act	Prosperity
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- | | | |
|---|------------------------|-----|
| (i) The guiding ideas of the New Deal | <u>The 3 Rs</u> | |
| (ii) Promised by Hoover during the presidential election | Prosperity | [1] |
| (iii) Radio broadcasts by Roosevelt to inform Americans about his actions | Fireside Chats | [1] |
| (iv) Ended Prohibition | Beer Act | [1] |
| (v) Period of reform by Roosevelt after the presidential election | The Hundred Days | [1] |

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

(b) Describe **two** ways in which groups or individuals opposed Roosevelt’s New Deal.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one way with no description [1]
Able to identify one way with limited description [2]
Able to identify one way with detailed description [3]
Apply above criteria to each way

Any **two** ways:

- The Supreme Court believed that President Roosevelt was exceeding his powers in creating the New Deal agencies. The Supreme Court declared 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. In 1936 the Supreme Court declared 16 Agricultural Adjustment Administration (AAA) codes unconstitutional. The Supreme Court ruled that loans to farmers could only be made by state governments
- The Republican Party claimed that Roosevelt was making the federal government too powerful. They accused Roosevelt of behaving like a dictator. It accused Roosevelt of excessive spending of taxpayers’ money. The New Deal agencies cost \$17 billion. Republicans pointed to the waste of money, e.g. ‘boondoggles’ as part of the Works Progress Administration (WPA) schemes

- The Republican Party and businessmen such as Henry Ford disliked having to pay social security contributions for their workers. He resisted the Wagner Act which legalised trade unions which they saw as a front for communism. The Republican Party and Big Business set up the Liberty League to oppose Roosevelt and the New Deal in the 1936 presidential elections.

Any other valid point [6]

- (c) Below are two New Deal agencies set up by President Roosevelt to help the USA during the Great Depression.

Choose **one** agency and explain how it helped Americans.

The Public Works Administration (PWA)	The National Recovery Administration (NRA)
---------------------------------------	--

Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of key features and characteristics of the period studied.

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

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the agency chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing 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 describe but not explain how the New Deal agency chosen helped Americans during the Great Depression. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will explain how the chosen New Deal agency helped Americans during the Great Depression. Candidates demonstrate an understanding of the ways in which the chosen agency helped Americans. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2

Indicative Content

The Public Works Administration (PWA)

- The Public Works Administration (PWA) funded more than 34,000 public works projects for skilled workers, e.g. electricians and engineers
- It was led by Harold Ickes and spent \$7 billion on public work schemes between 1933 and 1939. These included airports, dams generating electricity and aircraft carriers

- The PWA built 70% of American schools and 35% of American hospitals. This brought infrastructural benefits to the USA.

The National Recovery Administration (NRA)

- The National Recovery Administration aimed to improve workers' conditions and rights. It aimed to increase cooperation between management and workers
- The NRA codes established a minimum wage and banned child labour. 16 million workers were helped by the NRA
- The Wagner Act in 1935 legalised trade unions and gave them rights to negotiate wages and conditions with employers. Union membership increased from 3 to 10 million during the New Deal
- The Social Security Act in 1935 established unemployment benefit funded by a tax on employers. The federal government took direct responsibility for meeting the basic needs of its people. Widows, the sick and the elderly welcomed federal government help.

Any other valid point

[6]

- (d) How did Roosevelt's New Deal agencies improve agriculture and the lives of people living in the countryside?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of causation, key features and characteristics of the period studied.

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

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main effects of the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing 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 be more detailed with some analysis of how Roosevelt's New Deal agencies improved agriculture and the lives of people living in the countryside. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing 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 explain the issue or event studied, providing more accurate detail on how Roosevelt's New Deal agencies improved agriculture and the lives of people living in the countryside. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([6]) AO2

Indicative Content

- The Agricultural Adjustment Administration (AAA) gave federal government grants to farmers to reduce production. Quotas were set for production of most crops and farmers received money from the

federal government to cut production. Cotton and wheat production was reduced by 18 million acres and 6 million pigs were killed

- Federal government money was invested in modernising farming methods, e.g. in purchasing fertilisers and new machinery. As a result, farm prices increased by 66% by 1936 and farm debt fell by \$1 billion
- The Civilian Conservation Corps (CCC) provided work for unemployed young men. The CCC helped set up conservation projects, e.g. planting trees and digging canals which brought long-term benefits to farming and the environment
- The Tennessee Valley Authority (TVA) helped one of the poorest areas that had suffered from soil erosion through flooding. A wide area covering seven states was regenerated through the TVA.

Any other valid point

[9]

AVAILABLE
MARKS

25

Section B

AVAILABLE
MARKS

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

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

- 10 (a)** Below is a list of questions on relations between Britain, Northern Ireland and Ireland between 1932 and 1949.

Write your answer to **each** question in the space provided.

Target AO1: Recall of knowledge.

- (i) Name given to the German plan to invade Britain in 1940. **Operation Sealion** [1]
- (ii) Slogan used by the Northern Ireland government to encourage farmers to plant crops during the Second World War. **Dig For Victory** [1]
- (iii) The Prime Minister of Northern Ireland in 1939. **Lord Craigavon** [1]
- (iv) The role played by Castle Archdale, Ballykelly and Nutts Corner in the Second World War. **Air Bases** [1]

[1] for **each** correct answer.

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

- (v) Write down **one** reason for the outbreak of the Economic War.

Any **one** reason:

- De Valera stopped payment of land annuities in 1933
 - Irish farmers had resented making these payments as they believed that they should not pay for land which they already owned and farmers in Northern Ireland did not have to pay land annuities
 - Britain was angry since these land annuities were worth £5m per year and imposed a 20% duty on Irish imports to the UK
 - De Valera retaliated by imposing a duty on UK imports to Éire.
- Any other valid point [1]

- (vi) Write down **one** effect of the Anglo-Irish Agreements of 1938.

Any **one** effect:

- The Anglo-Irish Agreements ended the Economic War between Great Britain and Éire and taxes on imports that had been imposed by both Great Britain and Éire were removed
- Éire paid Great Britain £10 million in settlement for all claims for land annuities which were worth an estimated £78 million
- Great Britain returned the three Treaty Ports, Berehaven, Cobh and Lough Swilly, without any specific assurance from Éire's government that Great Britain would have use of them if there was a war

- Neville Chamberlain, the British Prime Minister hoped that the Anglo-Irish Agreements would ensure Éire's support for Great Britain in a future war against Germany.

Any other valid point [1]

(b) This question is about Éire's policy of neutrality during the Second World War.

Study **Sources A and B** and answer the questions which follow.

- (i) Using **Source A**, give **two** ways in which de Valera followed a policy of neutrality during the Second World War.

Target AO3: Understand source material as part of an historical enquiry.

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

Limited accurate reference to Source A **[1]**

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

Apply criteria for any **two** ways

Answers may include some of the following:

- In speeches and statements de Valera stated 'his strong belief in Éire's neutrality' (Source A)
- De Valera 'rejected Prime Minister Churchill's offer' (Source A)
- De Valera's government 'refuses to make any deal about the use of the Treaty Ports' (Source A)
- De Valera protested about 'the arrival of American troops in Northern Ireland' (Source A).

Any other valid point [4]

(ii) **Study Sources A and B**

Using **Sources A and B** and **your own knowledge**, describe Éire's response to the Second World War.

Target AO1 and AO3: Recall, select and communicate knowledge to demonstrate understanding of the past; understand source material as part of an historical enquiry.

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

Level 1 ([1]–[3])

Answers at this level will be limited and may not directly address the question. Answers may simply extract information from the source(s) but there will be little or no attempt to describe the sources in relation to the question. There may be limited or no use of own knowledge.

Level 2 ([4]–[6])

Answers at this level will begin to describe Éire's response to the Second World War using Sources A and B. There will be some own knowledge to support the answer.

Level 3 ([7]–[10])

Answers at this level will offer a full description of Éire's response to the Second World War using Sources A and B. Accurate own knowledge will be used to support the answer.

([3]) AO1 ([7]) AO3

Answers may include some of the following information from **Sources A** and **B**:

- In June 1940 Éire rejected an offer of Irish unity as Source A states that de Valera 'rejected Prime Minister Churchill's offer'
- Source A refers to de Valera having 'secretly given us some help'. This increased the effectiveness of Atlantic patrols. Source A refers to 'the Donegal Air Corridor'
- Source A states that 'de Valera protested at the arrival of US troops in Northern Ireland' in 1941
- Source B states 'German pilots who landed in Éire were imprisoned, while British pilots were allowed to cross the border into Northern Ireland'
- Source B states that 'during the Belfast Blitz, de Valera sent help'. Éire sent 13 fire engines and help to Belfast during the Blitz in May 1941
- Source B states that de Valera publicly stated his support for neutrality and 'responded in the same way to the deaths of Hitler and Roosevelt'.

Answers may include some of the following own knowledge:

- The radio transmitter used by the German ambassador in Dublin was confiscated
- Strict censorship of news and weather was enforced in Éire during the war to prevent either side benefiting
- In the final months of the war, de Valera allowed the RAF to establish a number of secret radar bases on Irish territory
- Éire came under pressure to end its policy of neutrality and enter the war on the side of the Allies and resisted US pressure to end neutrality after the USA entered the war in December 1941
- Éire denied the Allies use of Irish ports and airfields but treated British more favourably than German pilots.

Any other valid point

[10]

(c) This question is about de Valera and the Anglo-Irish Treaty.

Explain the actions taken by de Valera to dismantle the Anglo-Irish Treaty between 1932 and 1937.

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key events and consequence. Award **[0]** for responses not worthy of credit

Level 1 ([1]–[4])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 ([5]–[8])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([9]–[12])

Answers will be well informed and provide an accurate, well developed explanation and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([9]) AO2

Answers may include some of the following:

- In 1932 the Governor General was recalled to London as Fianna Fáil ministers continually snubbed him
- In 1933 de Valera abolished the Oath of Allegiance to the British monarch taken by members of the Irish parliament
- The powers of the Governor General, the British monarch's representative in the Irish Free State were reduced in 1933 and abolished in 1937
- Irish people could no longer use the Privy Council to appeal decisions made by Irish courts
- The Constitution of 1937 marked the most radical change in relations with Britain. It changed the name from the Irish Free State to Éire and removed important 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

[12]

- (d)** This question is about the lives of people in Northern Ireland and Éire after the Second World War.

Explain how the lives of people in Éire and Northern Ireland changed between 1945 and 1949.

Use the following **three** paragraph headings to help you with your answer.

- National Health Service in Northern Ireland
- Housing and education in Northern Ireland
- Living conditions and economic problems in Éire

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of change, key features and characteristics of the period studied.

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

Level 1 ([1]–[6])

Answers at this level may use only one of the paragraph headings and may fail to address the question offering only a descriptive narrative which will contain inaccuracies. Writing communicates ideas using a limited range of historical terminology and showing 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 ([7]–[12])

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of how the lives of the people of Éire and Northern Ireland changed between 1945 and 1949. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([13]–[18])

Answers will use all of the paragraph headings and will provide a clear and accurate explanation and analysis of how the lives of the people of Éire and Northern Ireland changed between 1945 and 1949. Writing communicates ideas effectively, using a range of precisely selected historical terms and organisation information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([6]) AO1 ([12]) AO2

Answers may include some of the following:

National Health Service in Northern Ireland

- The National Health Service introduced a range of welfare initiatives to improve the lives of people in Northern Ireland. The National Health Service introduced free medical care, eye tests and dental treatment which led to improvements in health standards
- Eventually Northern Ireland had the lowest death rate in the United Kingdom, as diseases such as tuberculosis and polio were almost totally eradicated
- Other welfare reforms included improved family allowances, sickness benefits and non-contributory pensions which improved the quality of life for the poorest groups.

Housing and education in Northern Ireland

- A Housing Trust was set up to deal with Northern Ireland's housing shortage and poor quality housing. Orlits and Housing Trust estates, e.g. the Woodlands in Gilford were built
- The 1947 Education Act increased standards with the provision of free education. The age of compulsory school attendance was increased to 15 and grammar school education was free to all students who passed the 11+ examination
- Local education authorities were obliged to provide free services to all schools including medical treatment, transport, milk, meals, books and stationery
- The total number of pupils in secondary education increased. The funding of voluntary grammar schools was increased to 65% and a building programme for secondary schools started.

Living conditions and economic problems in Éire

- Éire found it difficult to recover from the wartime emergency and the country remained effectively in a state of economic depression
- The wet summer of 1946, followed by a severe winter in 1946–1947 led to the rationing of bread. There were also coal shortages. Building materials of all kinds, especially timber, were in short supply
- Unemployment levels rose and emigration rates were high which had a significant impact on the economy. De Valera announced a state of emergency in January 1947

- Inflation began to rise and, as workers failed to achieve an increase in wages, a wave of strikes began.

Any other valid point

[18]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit SPaG marks may still be awarded.

Award [0] for responses not worthy of credit.

Level 1 Threshold performance (1 mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

Level 2 Intermediate performance (2–3 marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance (4–5 marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[5]

AVAILABLE
MARKS

55

Section B

AVAILABLE
MARKS

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

- 11 (a) Below is a list of questions on relations between Britain, Northern Ireland and the Republic of Ireland from 1965 to 1985.

Write your answer to **each** question in the space provided.

Target AO1: Recall of knowledge.

- | | | |
|---|-------------------------------------|-----|
| (i) Group which led opposition to power-sharing in 1974. | <u>Ulster Workers Council (UWC)</u> | [1] |
| (ii) Town where a new university was built in the 1960s. | <u>Coleraine</u> | [1] |
| (iii) The year that Stormont was suspended and replaced by Direct Rule. | <u>1972</u> | [1] |
| (iv) Prime Minister of Northern Ireland in August 1969. | <u>James Chichester-Clark</u> | [1] |

[1] for **each** correct answer.

If no answer is correct, award [0]

- (v) Write down **one** reason why the Northern Ireland Civil Rights Association (NICRA) was formed in 1967.

Any **one** of the following:

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

Any other valid point [1]

- (vi) Write down **one** nationalist response to the events of Bloody Sunday, January 1972.

Any **one** response:

- There were immediate expressions of grief and anger from nationalists
- Nationalists claimed that the victims were totally innocent and that the Parachute Regiment carried out an unprovoked attack
- IRA violence increased and IRA recruitment rose, especially in the Derry/Londonderry area.

Any other valid point [1]

- (b) This question is about Terence O'Neill and the economy of Northern Ireland in the 1960s.

Study **Sources A and B** and answer the questions which follow.

- (i) Using **Source A**, give **two** aims of Terence O'Neill when he became Prime Minister in 1963.

Target AO3: Understand source material as part of an historical enquiry.

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

Limited accurate reference to Source A **[1]**

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

Apply criteria for any **two** aims

Answers may include some of the following:

- Source A states that O'Neill 'wanted change and progress in Northern Ireland'
- O'Neill 'believed that "the face of Ulster" had to be changed if it was to improve'
- Source A makes reference to O'Neill planning 'bold and imaginative measures'
- Source A concludes that O'Neill wanted 'to improve the economy of Northern Ireland'.

Any other valid point **[4]**

- (ii) Using **Sources A and B** and **your own knowledge**, describe how Terence O'Neill tried to improve the economy of Northern Ireland during the 1960s.

Target AO1 and AO3: Recall, select and communicate knowledge to demonstrate understanding of the past; understand source material as part of an historical enquiry.

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

Level 1 ([1]–[3])

Answers at this level will be limited and may not directly address the question. Answers may simply extract information from source(s) but there will be little or no attempt to describe the sources in relation to the question. There may be limited or no use of own knowledge.

Level 2 ([4]–[6])

Answers at this level will begin to describe how Terence O'Neill tried to improve the economy using Sources A and B. There will be some own knowledge to support answer.

Level 3 ([7]–[10])

Answers at this level will offer a full description of how Terence O'Neill tried to improve the economy in Northern Ireland using Sources A and B. Accurate, outside knowledge will be used to support answer.

([3]) AO1 ([7]) AO3

Answers may include some of the following from Sources A and B:

- Source B identifies that O'Neill wanted to improve the transport system as a way of improving the economy
- Source B discusses how O'Neill proposed the idea of setting up five economic zones to help modernise industry
- Source A includes details on a £900 million investment to 'improve the economy and attract new industries'
- A Ministry of Development was created in January 1965 to drive economic revival. This is referred to in Source B.

Answers may include some of the following own knowledge:

- Multinational firms such as Dupont, Grundig and ICI were attracted to Northern Ireland. O'Neill offered investment grants and tax allowances to get them to set up in Northern Ireland
- A new town was established called Craigavon, in the Lurgan-Portadown area
- A new university was developed in Coleraine in an attempt to develop an educated workforce
- A number of railway lines were closed down in an attempt to make the railway system more efficient
- A new airport was under development and a new motorway system was under construction to improve the transport system
- Links with the Republic of Ireland resulted in the signing of an agreement on the supply of electricity from the South.

Any other valid point

[10]

(c) This question is about the introduction of internment.

How did nationalists and unionists respond to the introduction of internment in Northern Ireland by January 1972?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of 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. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 ([5]–[8])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([9]–[12])

Answers will be well informed and provide an accurate, well-developed explanation and analysis. Writing communicates ideas effectively, using

a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([9]) AO2

Answers may include some of the following:

Nationalists

- Internment was resented by nationalists as a clear abuse of civil rights
- There was a huge increase in violence in response to internment. In the four months after internment, one hundred and forty-three people were killed through bombings and shootings. Much of this violence was from the Provisional IRA
- Support for the Provisional IRA grew
- The SDLP encouraged a rent and rates strike to show their opposition to the introduction of internment
- Civil rights marches recommenced. The march on Bloody Sunday was an anti-internment protest.

Unionists

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

Any other valid point

[12]

(d) This question is about events in Northern Ireland, 1980–1985.

Explain how the people of Northern Ireland and the British government responded to key events between 1980 and 1985.

Use the following **three** paragraph headings to help you with your answer.

- Nationalist and unionist responses to the Hunger Strikes, 1980–1981
- British government response to the Hunger Strikes, 1980–1981
- Unionist and nationalist responses to the Anglo-Irish Agreement, 1985

Target AO1 and AO2: Recall of knowledge, demonstrate understanding of the past through explanation and analysis of key concepts, key features and characteristics of the periods studied.

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

Level 1 ([1]–[6])

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Writing communicates ideas using a limited range of historical terminology and showing 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 ([7]–[12])

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of responses to key events in Northern Ireland, 1980 to 1985. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([13]–[18])

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of responses to key events in Northern Ireland 1980 to 1985. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([6]) AO1 ([12]) AO2

Answers may include some of the following:

Nationalist and unionist responses to the Hunger Strikes, 1980–1981

- Nationalists were angered at what they saw as the insensitive approach of the British government
- Violence increased. Sixty-one people were killed during the 1981 Hunger Strike
- Bobby Sands was elected MP for Fermanagh-South Tyrone. Following Sands' death there was a massive turnout at his and other funerals of the hunger strikers
- As a result of the Hunger Strike of 1981, Sinn Féin support increased
- Nationalists showed their support for the hunger strikers' beliefs when Gerry Adams was elected MP for West Belfast in 1983
- Nationalist respect and support for the IRA grew. During this period, IRA and INLA violence was stepped up
- Unionists and nationalists drifted further apart as they had such differing views on the hunger strikers
- Unionists believed that the massive attendance at the hunger strikers' funerals indicated support for gunmen and murderers.

British government response to the Hunger Strikes, 1980–1981

- Margaret Thatcher, the British Prime Minister, was determined not to give in to people whom she viewed as terrorists
- Republican prisoners during the Hunger Strike of 1980 wrongly believed they had got a deal which would allow them to wear their own clothes
- No allowances were made to the hunger strikers during the 1981 Hunger Strike. However, within a week of the end of the 1981 Hunger Strike, a number of concessions were granted including allowing republican prisoners to wear their own clothes.

Unionist and nationalist responses to the Anglo-Irish Agreement, 1985

- Unionists organised a huge protest rally at Belfast's City Hall at which an estimated 100 000 attended
- All 15 unionist MPs resigned their Westminster seats in opposition to the Agreement
- An "Ulster Says No" campaign began which was a campaign of civil disobedience, including the refusal to set rates in unionist council areas

- Bonfires were lit in unionist areas, burning effigies of Margaret Thatcher
- The SDLP supported the Anglo-Irish Agreement, seeing it as an opportunity to create a better way of life for all in Northern Ireland
- The IRA continued their campaign of violence
- Many nationalists were unenthusiastic. They preferred to wait and see before expressing whether they supported the Agreement or not.

Any other valid point [18]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award [0] for responses not worthy of credit.

Level 1 Threshold performance (1 mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

Level 2 Intermediate performance (2–3 marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance (4–5 marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision. [5]

Total

**AVAILABLE
MARKS**

55

105