



**General Certificate of Secondary Education  
2018**

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## **History**

**Unit 1: Studies in Depth**

**Higher Tier**

**[GHT12]**

**MONDAY 4 JUNE, MORNING**

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

- 1 (a) Describe **two** ways in which Germany was able to recover from the hyperinflation crisis between 1923 and 1928.

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

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

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

Able to identify and describe one way in which Germany was able to recover from the hyperinflation crisis between 1923 and 1928. **[2]**

Apply above criteria to each way

Any **two** ways:

- Stresemann got striking workers to end passive resistance by getting production going again
- Germany started paying reparations again which led to the French leaving the Ruhr. Germany was able to keep the goods it produced
- A new currency, the Rentenmark, and a new national bank were established. These actions meant that other countries began to have more trust in Germany again
- The Dawes Plan allowed Germany to pay reparations over a longer period of time. It also brought in loans from the USA which provided investment for German businesses.

Any other valid point **[4]**

- (b) In what ways were the Weimar governments threatened by violent opposition between 1919 and 1923?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of key features and characteristics.

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

#### **Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. 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 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 ([5]–[6])**

Answers will be well informed and provide accurate, well-developed description 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 ([3]) AO2**

**Indicative Content**

- In the Spartacist Rising of January 1919, a group of communists led by Karl Liebknecht and Rosa Luxemburg tried to seize government buildings in Berlin
- In the Kapp Putsch of March 1920 Wolfgang Kapp led a group that included many Freikorps, which took over government buildings in Berlin. They hoped to install a new right-wing government
- In the Red Rising of 1920 workers who had gone on strike to stop the Kapp Putsch refused to go back to work. They wanted to establish their own soviet
- In a putsch in 1923, Hitler and approximately 2000 Nazis tried to take power in Munich. They went to a beer hall to try to gain the support of Bavarian leaders, with the intention of marching to Berlin to gain control.

Any other valid point [6]

- (c) Explain how the Nazi Party gained power in Germany between 1930 and January 1933. In your answer refer to the guidelines and use other relevant knowledge.

- Actions and mistakes of Weimar politicians, 1930–January 1933
- Actions of Hitler and the Nazi Party, 1930–January 1933.

**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 period studied.

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

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. 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 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced

and well-informed response. 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 ([9]) AO2**

**Indicative Content**

- The Wall Street Crash in USA led to an economic depression in Germany but the Weimar governments could not decide how to deal with this
- Müller wanted to raise unemployment benefit but could not get a majority in the Reichstag to pass this and had to resign
- When Brüning became Chancellor of Germany he made unpopular decisions such as cutting benefits and raising taxes. He was forced to use Article 48 to get new laws passed. He was called the ‘Hunger Chancellor’. Unemployment reached a high of 6 million and German people lost faith in the ability of the government to deal with the crisis. This helped their opponents
- Von Papen, then Von Schleicher became Chancellor. Neither one had support of the Reichstag and both had to use Article 48 to pass new laws
- Hitler was offered the position of Vice-Chancellor by President Hindenburg in July 1932, but he turned this down
- He then made a deal whereby he would become Chancellor with Von Papen as Vice-Chancellor. Hindenburg agreed with this and therefore Hitler became Chancellor of Germany on 30 January 1933
- The Nazis began to campaign for votes. Joseph Goebbels used propaganda effectively to promote the Party and Hitler spoke at meetings and rallies
- By 1930 the Nazis seemed to be the only party that was offering a solution. They promised to reduce unemployment and make Germany great again. A popular slogan was ‘Bread and Work’
- The Nazis had continual success in elections from 1930, when they won 107 seats in the Reichstag, until July 1932, when they became the largest party in the Reichstag by winning 230 seats
- They carried out the ‘Hitler over Germany’ campaign during the 1932 elections. Hitler flew to destinations all over Germany to deliver his speeches personally to the people.

Any other valid point

[15]

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

25

AVAILABLE  
MARKS

- 2 (a) Describe **two** ways in which the Nazis tried to improve the German economy between 1933 and 1939.

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

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

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

Able to identify and describe one way the Nazis tried to improve the German economy between 1933 and 1939. **[2]**

Apply above criteria to each way

Any **two** ways:

- The RAD was established and was compulsory for all men aged 18–25. They had to carry out work for the government, such as road building and tree planting, for a very small amount of money. These men were taken off the unemployed register
- New jobs were created in factories making weapons and ersatz products
- Trade unions were abolished and replaced with the DAF so that strikes did not disrupt the workplace
- Workers had to work longer hours and were not allowed to leave their jobs without permission to ensure that as many people as possible remained in employment.

Any other valid point

**[4]**

- (b) In what ways did the Nazis have an impact on the lives of young people in Germany between 1933 and 1939?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of key features and characteristics.

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

### **Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. 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 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 ([5]–[6])**

Answers will be well informed and provide accurate, well-developed description 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 ([3]) 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 while girls were taught needlework and Home Economics
- The League of German Maidens taught girls how to look after a home and raise children
- There was an emphasis on physical fitness for boys to prepare them for life in the army and for girls to prepare them for childbirth
- School subjects were altered. Religion was not taught but there was an emphasis on PE, History, Race Studies and Biology
- Teachers had to belong to Nazi Teachers' League and had to promote Nazism at all times. 97% of teachers complied with this
- Order Castles and Adolf Hitler Schools were established for the most talented students, to train future leaders.

Any other valid point

[6]

- (c) Explain how the Nazis tried to control the lives of German people from 1933 to 1939. In your answer refer to the guidelines and use other relevant knowledge.

- The use of terror and the role of the Police State
- Censorship and propaganda.

**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 period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. 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 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. 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 ([9]) AO2**

### Indicative Content

- The Nazi Police State was created to ensure that everybody did as they were told or paid the price. The Gestapo was set up as a secret police force in Germany. They listened to conversations, intercepted letters and encouraged informers, in order to eliminate opposition to the Nazi state
- After January 1933, the SS grew from being Hitler's personal bodyguard to being a powerful police force which enforced Nazi laws and ran concentration camps
- During the Night of the Long Knives, the SS were sent to kill 200 SA members, including their leader, Ernst Röhm whom Hitler believed was getting too powerful
- Concentration camps were set up to punish 'enemies of the state' such as communists
- 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. Feature films such as 'Triumph of the Will' were used to promote the Nazi regime
- Parades and rallies, such as Nuremberg, were held at different times of the year to glorify Germany, Hitler himself or important anniversaries, e.g. Hitler's birthday
- The 'People's Receiver' was created so that people could buy their own radio sets and listen to official broadcasts at home. It could only receive one station. Loudspeakers were put up in public places such as town squares so that everyone could listen
- Books that were deemed unsuitable by the Nazis were burned and an exhibition of 'degenerate art' was held to demonstrate Hitler's dislike of modern art.

Any other valid point

[15]

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

AVAILABLE  
MARKS

25

3 (a) Describe **two** reasons why Hitler wanted to gain control of Austria.

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

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

Able to identify one reason with no development **[1]**

Able to identify and describe one reason why Hitler wanted to gain control of Austria. **[2]**

Apply above criteria to each reason

Any **two** reasons:

- The Treaty of Versailles prohibited the union with Austria. Hitler wanted to defy the Treaty of Versailles by forming an Anschluss
- Hitler wanted all German-speaking nations in Europe to be a part of Germany. There were 8 million German speakers in Austria
- Hitler was Austrian by birth and he wanted his homeland to be part of Germany
- Hitler wanted to see a strong union of Austria and Germany in control of Europe.

Any other valid point

[4]

(b) How were the Nazis able to invade Poland in 1939?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of key features and characteristics.

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

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. 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 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 ([5]–[6])**

Answers will be well informed and provide accurate, well-developed description 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 ([3]) AO2**

**Indicative Content**

- On 31 March 1939, the British Prime Minister, Neville Chamberlain issued a guarantee to Poland promising to protect its borders following the Nazi takeover of Czechoslovakia
- The Nazis had taken over central and most of Eastern Europe by April 1939, Poland was in a vulnerable position and likely to be the next target
- In August 1939, Hitler and Stalin signed the Nazi-Soviet Pact. The two countries agreed not to go to war with each other for 10 years and they would divide Poland up between them
- The Nazis invaded Poland on 1 September 1939. Britain gave Hitler an ultimatum – either withdraw or war will be declared
- Hitler ignored this and so Britain did declare war in September but did not become involved immediately. This gave the German army the opportunity to use their Blitzkrieg methods to take over the western side of the country quickly
- Although Britain and France declared war on Germany, they did little to help Poland.

Any other valid point

[6]

- (c) Explain how Hitler and the Nazis were able to increase their influence in Europe between 1936 and 1938. In your answer refer to the guidelines and use other relevant knowledge.

- Hitler's actions, 1936– March 1938
- The Sudetenland and the Munich Conference.

**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 period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. 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 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. 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 ([9]) AO2**

### Indicative Content

- 1936 saw a change in Hitler's foreign policy, with direct action in the Rhineland. Hitler saw the Rhineland as a test of his enemies' determination. On 7 March 1936 Hitler sent 22 000 police and 15 000 soldiers into the Rhineland
- In 1936, Hitler made a series of alliances which helped to build up his power and increase his influence in Europe, e.g. the Rome-Berlin Axis
- In March 1938 Austrian Nazis began to put pressure on the government to unite Austria and Germany. 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
- In 1938 the Sudeten Nazis under their leader, Henlein, stirred up trouble and claimed that the Czechs were mistreating the Germans living there
- Hitler stated that he would declare war if the areas of the Sudetenland that were more than 50% German were not given to Germany
- Chamberlain, the British Prime Minister, wanted to try to avoid the outbreak of war so flew to Germany to meet Hitler 3 times
- Initially Chamberlain agreed to Germany's demands, but Hitler then raised his claim to all of the Sudetenland and there were worries that war would break out after all
- At the Munich Conference in September 1938, Hitler promised Britain and France that the Sudetenland would be his final demand. Czechoslovakia and the USSR were not consulted and had to accept the decision. Hitler gained the Sudetenland
- The Munich Agreement marked the high point of appeasement. Hitler regarded Britain and France's actions as signs of weakness. He had no intention of honouring this agreement.

Any other valid point

[15]

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

25

AVAILABLE  
MARKS

**Option 2: Russia, c1916–1939**

**AVAILABLE  
MARKS**

- 4 (a) Describe **two** problems experienced by the Russian army during the First World War between 1914 and 1917.

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

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

Able to identify one problem with no development **[1]**

Able to identify and describe one problem experienced by the Russian army during the First World War between 1914 and 1917. **[2]**

Apply above criteria to each problem

Any **two** problems:

- The Russian army suffered a high casualty rate. Over 9 million soldiers were killed, wounded or taken prisoner by 1916
- The Russian army suffered defeats at Tannenberg and the Masurian Lakes in 1914. This was due to the fact that 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 military 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.

Any other valid point

**[4]**

- (b) How did the First World War affect the lives of peasants and city workers between 1914 and 1917?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of key features and characteristics.

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

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. 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 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 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed description 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 ([3]) AO2**

**Indicative Content**

- Many peasants were conscripted into the army. This left much of the labour in the countryside to be carried out by women, old people and children
- Peasant households were hit hard due to the high casualty rate
- The number of workers in cities increased from 22 million to 28 million. They worked long hours and there was harsh discipline in the heavy engineering factories producing munitions
- By 1916 living standards declined due to inflation. Wages failed to keep up with inflation, which was 400% by the end of 1916
- There was a shortage of food and fuel, especially in Petrograd and Moscow, as meat prices increased by 300%. By the end of 1916 there was only one-third of the fuel requirements in Petrograd and Moscow. By early 1917 many factories were forced to close due to shortages of coal, largely due to a breakdown in the transport system.

Any other valid point

[6]

- (c) Explain why the Bolsheviks were able to gain control of Russia by October 1917. In your answer refer to the guidelines and use other relevant knowledge.

- Actions of Lenin and Trotsky
- Weaknesses and failures of the Provisional Government.

**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 period studied.

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

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. 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 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. 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 ([9]) AO2**

**Indicative Content**

- Lenin returned to Petrograd in April 1917. He ordered the Bolsheviks not to cooperate with the Provisional Government. The April Theses called for 'Peace, Bread and Land' and 'All Power to the Soviets'. This won support for the Bolsheviks
- The July Days failed but the Bolsheviks exploited the Kornilov Revolt to win control of the Petrograd Soviet in September 1917. The Soviet was the vehicle used by the Bolsheviks to seize power
- Lenin, in exile in Finland, called for the overthrow of the Provisional Government. Lenin persuaded a reluctant Bolshevik leadership to support an immediate overthrow of the Provisional Government
- Trotsky was Chairman of the Petrograd Soviet and led the Military Revolutionary Committee, which organised and planned the take-over of key buildings and places of strategic importance in Petrograd
- The Provisional Government lacked authority. It was unelected and had to share power with the Petrograd Soviet. It felt unable to make decisions until elections to a Constituent Assembly were held
- The decision by the Provisional Government to continue Russia's involvement in World War One was unpopular. Problems with supplies of weapons and food increased and the June Offensive failed
- The delay in introducing land reform led to a loss of support from the peasants. The middle class Provisional Government wanted to delay land reform until a Constituent Assembly was elected. By autumn 1917 disorder in the countryside increased, as returning soldiers seized land and killed over 2000 landlords and their agents
- The Kornilov Revolt was an important event in weakening the Provisional Government. Kerensky feared that Kornilov, the commander-in-chief of the Russian army, wanted to overthrow the Provisional Government. Kerensky gave weapons to the Bolshevik Red Guard to defend Petrograd. The Kornilov Revolt failed and the Bolsheviks, now armed, claimed credit for saving Petrograd.

Any other valid point

[15]

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

25

5 (a) Describe **two** effects on Russia of the Treaty of Brest-Litovsk, March 1918.

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

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

Able to identify one effect with no development **[1]**

Able to identify and describe one effect of the Treaty of Brest-Litovsk of March 1918 on Russia. **[2]**

Apply above criteria to each effect

Any **two** effects:

- Russia's participation in World War One was now officially over. This left the Bolsheviks free to remove opposition at home
- Russia had to pay reparations. These were set at 3 billion roubles
- Russia lost large amounts of territory. It conceded one-third of European Russia
- Russia had to concede independence to regions such as the Ukraine, Georgia and Finland.

Any other valid point

**[4]**

(b) How did the strengths of the Red Army contribute to its victory in the Russian Civil War, 1918–1921?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of key features and characteristics.

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

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. 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 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 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed description 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 ([3]) AO2**

**Indicative Content**

- The Red Army won the Russian 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 quickly deploy troops to deal with attacks from the Whites
- Trotsky was an inspirational military leader. He visited the troops at the front in a special train and made rousing speeches
- Trotsky was a ruthless military leader. He introduced the Red Terror, which ensured the forced conscription of soldiers in the area controlled by the Reds. Over 20 000 opponents were shot by the Cheka
- Trotsky forced 22 000 Tsarist officers to provide leadership to turn the inexperienced Red Army into a disciplined, well-led and effective fighting force of 5 million soldiers.

Any other valid point

[6]

(c) Explain how the economy in Russia changed between 1918 and 1924. In your answer refer to the guidelines and use other relevant knowledge.

- Impact of War Communism on industry and agriculture
- Impact of the New Economic Policy (NEP) on industry and agriculture.

**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 period studied.

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

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. 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 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. 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 ([9]) AO2**

**Indicative Content**

- Production rates in industry fell drastically under War Communism. Coal, steel and electricity production dropped back to below pre-World War One levels. Coal output fell from 29 million tons in 1913 to 8.9 million tons in 1921
- War Communism increased state control over industry and imposed severe discipline on workers. Managers were put in charge and harsh penalties were imposed for absenteeism and lateness. Thousands fled from the cities and industrial production declined
- An organisation called the Vesenkha was set up. It was given control over all the main areas of the economy and had the power to requisition grain
- Under War Communism, the government took control of grain supply. Cheka and Red Army squads were sent into the countryside to seize surplus grain from peasants
- The New Economic Policy (NEP) relaxed government control of industry. Factories with fewer than 10 workers were allowed to be privately owned
- As a result of the New Economic Policy (NEP) industrial growth almost reached pre-war levels by 1924. Factory output doubled between 1921 and 1924. Electricity output went up from 520 million kilowatts to 1562 million kilowatts
- The NEP ended the forced seizure of food. Peasants only had to give part of their crops to the state and were allowed to sell their surplus grain for profit on the open market
- The NEP helped peasants to produce more and the grain harvest doubled.

Any other valid point

[15]

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

25

**AVAILABLE  
MARKS**

- 6 (a) Describe **two** results of the Purges which took place in the USSR in the 1930s.

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

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

Able to identify one result with no development **[1]**

Able to identify and describe one result of the Purges which took place in the USSR in the 1930s. **[2]**

Apply above criteria to each result

Any **two** results:

- The top level of the Communist Party was almost completely destroyed. Stalin was the only remaining member of the original Politburo of 1917
- An atmosphere of terror spread across the USSR. One in eighteen people was arrested due to the Purges
- An estimated 20 million people were sent to forced labour camps. These were known as Gulags
- Stalin emerged without any serious challenges to his leadership.

Any other valid point

**[4]**

- (b) Why was Stalin able to 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 analysis of key features and characteristics.

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

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. 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 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 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed description 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 ([3]) AO2**

**Indicative Content**

- Stalin had 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's rivals failed to exploit the fact that Lenin had been very critical of Stalin in his will
- Stalin outmanoeuvred his rivals in the Politburo, exploiting personal rivalries 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 the NEP and removed them from the Politburo.

Any other valid point

[6]

- (c) Explain the impact of Stalin's economic policies on the lives of people in the USSR between 1928 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- Impact on workers
- Impact on peasants.

**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 period studied.

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

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. 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 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. 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 ([9]) AO2**

**Indicative Content**

- The Five Year Plans were seen as a way of increasing the importance of the working class. By 1941, 38% of the Russian population was working class and the USSR had become an urban society
- An elite group of skilled workers emerged, with over 250 000 engineers graduating between 1928 and 1940. Thousands moved to build new cities and live in the remote areas east of the Urals
- Rewards and honours, such as better housing and holidays, were available for workers to encourage increased production. The model worker was Alexei Stakhanov, who over fulfilled his production quota by 1400%
- Workers had to work long hours for poor wages. Living conditions, especially housing, were often poor and there was much overcrowding in the cities. The planned increase in consumer goods in the Second and Third Five Year Plans did not happen, as resources were diverted to the military
- Workers were exposed to intimidation in the workplace as a way of pushing them into working harder. ‘Shock Brigades’ terrorised workers in the factories
- Individual farms were taken from the peasants and turned into state-owned collective farms called kolkhozy
- Collectivisation created turmoil and a high human cost as kulaks resisted enforced collectivisation. Stalin blamed them for food shortages and hoarding. They killed livestock and refused to plant crops
- Millions of peasants fled the countryside to become industrial workers in the new industries of the Five Year Plans
- Many peasants refused to co-operate with Collectivisation and agricultural production remained low in the 1930s. There was no incentive for peasants to work hard
- Over 5 million kulaks were killed or sent to labour camps and between 1932 and 1934 up to 5 million in the Ukraine died due to a famine.

Any other valid point

[15]

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

**AVAILABLE  
MARKS**

25

**Option 3: United States of America, c1920–1941**

**AVAILABLE  
MARKS**

- 7 (a) Describe **two** ways in which cinema affected life in the USA in the 1920s.

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

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

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

Able to identify and describe one way in which cinema affected the lives of Americans in the 1920s. **[2]**

Apply above criteria to each way

Any **two** ways:

- The cinema was a new way of spending leisure time. 110 million people visited the cinema each week to see the silent movies
- Movie stars, especially Clara Bow and Rudolf Valentino, influenced the attitudes and behaviour of young people. People bought magazines to read about the lives of the film stars and imitate their fashion
- The lives of the 'Flappers', the fashionable young women who smoked, wore short skirts and held liberal attitudes to relationships, were influenced by the cinema
- The cinema was used to advertise consumer goods, for example, Listerine mouthwash, and indirectly influenced the economic boom in the 1920s.

Any other valid point

**[4]**

- (b) How did Black Americans experience hostility in the 1920s?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of consequence.

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

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. 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 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 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed description and analysis of how Black Americans experienced hostility 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 ([3]) AO2**

**Indicative Content**

- In the Southern States, the Jim Crow Laws ensured that Black Americans did not have equal civil rights. The principle of the Jim Crow Laws was segregation. Black Americans had separate schools and universities, housing and access to the law and public amenities. The quality of provision for Black Americans was inferior
- The Ku Klux Klan (KKK) had 5 million members in 1925. It used violence and intimidation to ensure the supremacy of the WASPs. Over 400 Black Americans were illegally killed or lynched by the KKK in the 1920s
- The Grandfather Clause prevented many Black Americans in the Southern States from voting. Blacks were excluded from juries or high legal office. It was difficult for Blacks to buy property
- Black sharecroppers and farm labourers were badly affected by the slump in agricultural prices, especially cotton in the 1920s. 750 000 farm labourers lost their jobs and 1.5 million Black Americans migrated to the northern industrial cities, where most had poorly-paid work and lived in ghettos.

Any other valid point

[6]

**(c)** Explain the strengths and weaknesses of the American economy in the 1920s. In your answer refer to the guidelines and use other relevant knowledge.

- New developments in production and marketing
- Economic problems.

**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]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question asked. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates will, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the strengths and weaknesses of the American economy in the 1920s. The guidelines and own knowledge will be used to provide a balanced and well-informed response. 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 ([9]) AO2**

**Indicative Content**

- The rapid growth of the American economy in the 1920s was helped by the invention and development of a range of new products, e.g. plastic and nylon
- New methods of mass production pioneered in the motor car and consumer goods industries increased productivity and efficiency. This was based on electrical power and centred on the assembly line, where work was carefully planned, with each worker having a specialised task
- The motor car industry became the leading industry in the 1920s. By 1929 over 26 million cars were made in the USA. One in seven factory workers produced cars. Henry Ford built huge factories in Detroit and Toledo. The car industry led to the growth of ancillary industries, e.g. glass, rubber, steel and oil
- Republican government policies of low taxation and limited interference encouraged industry and helped economic growth. The Fordney McCumber Laws in 1923 protected American industry by putting taxes on foreign imports
- New techniques of mass marketing, e.g. mail order catalogues, advertisements in the cinema and visits from salesmen helped increase demand. The availability of credit allowed people to buy goods on hire purchase and encouraged people to buy now and pay later
- Many groups did not share in the economic prosperity, which was based on luxury goods. Traditional industries declined, especially textiles and coal mining. Wages for textile workers were poor and coal miners were involved in strikes and lockouts for better wages and conditions. Wages of unskilled, mainly immigrant construction workers increased by only 4% during the 1920s
- Farmers did not share in the economic boom. Between 1919 and 1929, farm income fell from \$22 billion to \$13 billion. Tariffs and overproduction led to excess food production and a fall in prices. Over 3 million farming families earned less than \$1000 per year
- Farmers borrowed from banks to buy machinery to increase production. However, food prices continued to fall and farm debt increased to \$2 billion by 1929. Evictions increased and mechanisation caused thousands of farm labourers to lose their jobs. Sharecroppers in the Southern States were badly affected by the fall in cotton prices and thousands migrated to the northern cities
- An underlying weakness of the American economy was overproduction and underconsumption. The economic boom was too heavily based on cars and consumer goods but wealth was unequally divided, with only 5% of the population owning 33% of the wealth. Too few Americans could afford the new products upon which the economic boom was based.

Any other valid point

[15]

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

25

- 8 (a) Describe **two** effects of the Great Depression on the lives of people in the cities in the USA.

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

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

Able to identify one effect with no development **[1]**

Able to identify and describe one effect on the lives of people in the cities in the USA. **[2]**

Apply above criteria to each effect

Any **two** effects:

- More than 13 million Americans were unemployed by 1932. There was no unemployment benefit, causing great hardship. Thousands had to queue in breadlines for free food from private charities. One-third of all children in New York were malnourished
- Thousands could not pay their rent or mortgage and were evicted. Many moved to shanty towns, consisting of cardboard and tin huts called Hoovervilles which were situated at the edge of most cities
- Many unemployed tramped the streets looking for work. Two million hobos travelled illegally on freight trains all over the USA in search of seasonal work. Some tried to make a living by menial jobs such as selling coal and apples
- Some resorted to petty crime, begging and even prostitution. Suicide rates increased by 50%, as many lost hope. Many of those in employment faced a reduction in wages and worried that they might lose their jobs.

Any other valid point

**[4]**

- (b) How did share speculation and problems with the banking system lead to the Wall Street Crash of October 1929?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of cause.

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

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. 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 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 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed description and analysis of how share speculation and problems with the banking system caused the Wall Street Crash of October 1929. 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**

- There was no regulation of the stock exchange or banking system in the USA in the 1920s. A share-buying craze between 1927 and 1929 pushed the value of shares far higher than company profits
- Speculators bought shares ‘on the margin’ with money borrowed from banks. This allowed people to borrow 90% of the share price and sell the shares later at a profit. This system could only continue if share prices kept increasing. These small investors were unable to pay back loans to the banks if share prices fell
- Banks also used savers’ money to invest in shares and loans to speculators and stock brokers. Share speculation was based on confidence that the economic boom would continue
- In October 1929 there was a loss of confidence and banks put pressure on speculators to repay loans. This led to panic selling and a collapse in the value of shares. Hundreds of banks closed down and thousands of speculators were ruined as share prices on the Wall Street Exchange went into freefall.

Any other valid point

[6]

- (c) Explain how and why President Hoover took limited action to deal with the effects of the Great Depression between 1929 and 1932. In your answer refer to the guidelines and use other relevant knowledge.

- Hoover’s beliefs
- Hoover’s actions between 1929 and 1932.

**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]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question asked. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates will, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed explanation of President Hoover's actions in dealing with the effects of the Great Depression. 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 ([9]) AO2**

**Indicative Content**

- Hoover was a Republican President who underestimated the length and severity of the Depression. He made reassuring statements such as 'Prosperity is just around the corner'
- His actions were limited because of his belief in laissez-faire, or non-interference of the federal government in economic matters
- He believed in 'Rugged Individualism'. Americans could only succeed by their own efforts and should not receive help from the federal government, only from private charities and state governments should deal with hardship
- Hoover believed in low taxation. The traditional Republican belief was that increased profits by business were the key to economic growth. The Republican Party was the party of business
- Between 1929 and 1931 Hoover relied on 'voluntarism', voluntary agreements between employers and workers to prevent unemployment. These actions were ineffective, as unemployment increased to 14 million by 1932
- In 1929 Hoover cut taxes by \$130 million to help stimulate investment. This had little effect
- In 1929 Hoover set up the Farm Board to buy surplus produce and help increase food prices for farmers. However, its budget was only \$500 million. It did little to halt the slide in agricultural prices, which fell from \$13 billion in 1929 to \$7 billion in 1932
- In 1930 the Hawley-Smoot Act increased tariffs by 50%. This aimed to protect American industry and jobs but world trade slowed down as other countries retaliated. This worsened the problems of overproduction and falling prices faced by farmers
- In 1931 the federal government reversed its laissez-faire policy and provided \$423 million for a building programme to provide new jobs, e.g. the scheme to build the Hoover Dam on the Colorado River. The money provided was not enough to reverse the increased level of unemployment
- In 1932 Hoover set up the Reconstruction Finance Corporation. The federal government loaned \$1500 million to help banks and businesses in difficulty. This was seen by many as too little too late and a desperate attempt to win support in the presidential election
- President Hoover set up POUR (President's Organisation for Unemployment Relief) in 1931 to organise a national fundraising campaign to help ease the effects of poverty. While it raised significant sums of private money, it was insufficient to deal with the effects of the Depression.

Any other valid point

[15]

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

25

- 9 (a) Describe **two** ways in which the Second World War affected the economy of the USA between 1939 and 1941.

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

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

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

Able to identify and describe one way in which the Second World War affected the American economy between 1939 and 1941. **[2]**

Apply above criteria to each way

Any **two** ways:

- The USA sold billions of dollars of military equipment to Britain through the Lend Lease Scheme
- Increased federal government investment helped reduce unemployment
- The USA made thousands of weapons, tanks and planes which led to the creation of jobs in the defence industry
- Conscription reduced the level of unemployment as USA built up its army, navy and air force.

Any other valid point

[4]

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

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of cause.

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

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. 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 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 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed description and analysis of the effects of the New Deal agencies 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 ([3]) AO2**

**Indicative Content**

- The Agricultural Adjustment Administration (AAA) was central to the New Deal's attempts to address problems with agriculture. It was set up to address the problems of over supply and low prices and aimed to increase farm prices and the incomes of farmers
- Compensation was paid to farmers to reduce the amount of crops sown and animals bred. Six million piglets were killed and millions of acres of cotton and wheat were ploughed up. By 1939 food prices increased, farm debt was halved and farm income increased by 50%
- The Civilian Conservation Corps (CCC) provided work for unemployed young men to undertake conservation projects, e.g. planting trees and digging canals, which brought long-term benefits to farming and the environment
- The Rural Electrification Administration (REA) gave farmers money to increase electricity supply. In 1930, only 10% of farmers had electricity supply. By 1939, with the help of government loans, 40% of farmers had electricity. This improved the quality of life of farmers
- The Tennessee Valley Authority (TVA) transformed the infrastructure of the Tennessee Valley, a vast area across seven states. 33 dams were constructed on the Tennessee River to control water flow and make farmland in this area of 40 000 square miles productive again. New hydro-electric power stations provided cheap electricity which benefited farmers.

Any other valid point

[6]

(c) Explain how and why some groups and individuals opposed Roosevelt's New Deal. In your answer refer to the guidelines and use other relevant knowledge.

- The Supreme Court and Republican Party
- Fr Coughlin, Huey Long and Dr Townsend.

**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]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question asked. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates will, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of how and why some groups and individuals opposed Roosevelt’s New Deal. The guidelines and own knowledge will be used to provide a balanced and well-informed response. 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 ([9]) AO2**

**Indicative Content**

- The Supreme Court had a Republican majority and was hostile to the active role played by the federal government in the New Deal. It was the ‘Guardian of the Constitution’ and ruled that Roosevelt and Congress exceeded their powers as outlined in the constitution
- In 1935 the Supreme Court declared the National Recovery Administration (NRA) codes unconstitutional in the ‘Sick Chickens case’, because it ruled that the federal government had no right to take the Schechter brothers to court for breaking the NRA code as this was the responsibility of the state governments. In 1936 the Supreme Court ruled that the actions of the Agricultural Adjustment Administration (AAA) were illegal because only state governments could give financial help to farmers
- The Republican Party claimed that Roosevelt was making the federal government too powerful. They accused Roosevelt of behaving like a dictator. At all elections Republicans joined Big Business and set up the Liberty League to oppose Roosevelt and the New Deal in the 1936 Presidential election
- The Republican Party accused Roosevelt of excessive spending of taxpayers’ money. The New Deal agencies cost \$17 billion. They criticised the waste of money, e.g. the ‘boondoggles’, as part of the WPA schemes. Republicans accused Roosevelt of turning the USA into a socialist state, e.g. by legalising trade unions and increasing workers’ rights
- Key individuals criticised Roosevelt’s failure to end the effects of the Great Depression. Dr Francis Townsend believed that the New Deal did little to help the retired and elderly. Dr Townsend wanted improved pensions for the elderly, funded by the federal government from a tax on goods sold. Townsend Clubs were set up in many states
- Fr Charles Coughlin, a prominent Catholic priest used his sermons and radio broadcasts to criticise Roosevelt’s New Deal for not doing enough to reduce poverty. He won much support for radical plans to nationalise banks and introduce a minimum wage
- Roosevelt’s most dangerous opponent was Senator Huey Long. He wanted to replace Roosevelt as the Democrat Party’s candidate in the 1936 election. He gained much popularity with his radical ‘Share Our Wealth’ scheme.

Any other valid point [15]

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

**Section A**

**AVAILABLE MARKS**

25

50

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

**10 (a) (i) Study Source A**

Using **Source A**, and **your own knowledge**, describe how agriculture in Northern Ireland responded to the Second World War between 1939 and 1945.

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

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

**Level 1 ([1]–[2])**

Answers at this level will address the question in a general way and offer a limited description of how agriculture in Northern Ireland responded to the Second World War. Answers make very little reference to Source A and little or no own knowledge is used.

**Level 2 ([3]–[4])**

Answers at this level will offer a more detailed description of how agriculture in Northern Ireland responded to the Second World War using Source A. Answers will use some own knowledge to support their answer. There will be gaps in the response.

**Level 3 ([5]–[6])**

Answers at this level will offer a full and accurate description of how agriculture in Northern Ireland responded to the Second World War using Source A. Relevant and accurate own knowledge will be used to support the answer.

**([3]) AO1 ([3]) AO3**

Answers may include some of the following:

- Source A states that agriculture was ‘the best performing part of the Northern Ireland wartime economy’
- Source A states that Northern Ireland became ‘a major supplier of food to Britain’. Northern Ireland supplied 20% of Britain’s eggs and, for most of the war, 100 000 litres of milk a day were exported to Scotland and £3 million worth of sheep and cattle were supplied to Great Britain each year
- Source A states that Sir Basil Brooke ‘encouraged farmers to grow more crops’. The acreage of tillage increased with the government’s slogan ‘Dig for Victory’
- Source A states that agriculture did not supply Northern Ireland with all its food requirements, as ‘rationing was introduced during the war because of food shortages’
- By 1941, fresh meat and dairy produce became more difficult to source, especially in towns. Sugar, butter, eggs and later bread were rationed and imported foods like bananas and oranges became very scarce

- Cross-border smuggling increased and eased the shortages. Some people bought goods on the black market.

Any other valid point

[6]

**(ii) Study Source B**

Using **Source B**, and **your own knowledge**, explain why Éire followed a policy of neutrality when the Second World War began in 1939.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrates understanding of the past through explanation of significance; understands 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 address the question in a general way.

Answers may describe Source B and use limited own knowledge.

Explanation, if any, will be weak.

**Level 2 ([4]–[6])**

Answers at this level will provide a more detailed analysis of the reasons why Éire followed a policy of neutrality in 1939. The content of Source B and some own knowledge will be used to provide a more informed response.

**Level 3 ([7]–[9])**

Answers at this level will offer a more detailed and developed explanation of why Éire followed a policy of neutrality in 1939. Source B will be used fully and accurately. Own knowledge will be used to provide an informed response.

**([3]) AO1 ([3]) AO2 ([3]) AO3**

Answers may include some of the following using Source B and their own knowledge:

- Source B states that ‘neutrality was a way of showing Éire’s independence from Great Britain’. De Valera regarded neutrality as an expression of independence. Éire believed that Germany posed no real threat
- Source B states that de Valera supported neutrality because he feared that ‘supporting the war would split the government and country’. Some people in Éire had sympathy for Germany and did not want to help Great Britain
- Source B states that ‘this policy had been made possible by the Anglo-Irish Agreements of 1938’. The return of the three Treaty Ports, Lough Swilly, Cobh and Berehaven, in the Anglo-Irish Agreements of 1938 meant that Great Britain had no military presence in Éire. This made it easier for de Valera to declare neutrality
- Source B states that ‘Éire was not ready to fight a war because its army was small’. Éire could not afford to rearm in order to participate in the war effort and de Valera wanted to protect his people from the inevitable hardships of war
- Source B states that Éire’s ‘economy was weak’ and that Éire could not afford the cost of involvement in a war

- De Valera believed that since Éire was a member of the Commonwealth, Great Britain would not allow it to fall into enemy hands.

Any other valid point [9]

**(iii) Study Source C**

**Source C** suggests that the Economic War had only negative effects on Éire.

How far do you agree with the view that the Economic War was negative for Éire while Great Britain and Northern Ireland benefited? Explain your answer using **Source C** and **your own knowledge**.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how historical events have been interpreted and represented in different ways.

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

**Level 1 ([1]–[4])**

Limited and generalised response which only partially addresses the question. Candidates may extract limited information from Source C which outlines one view of the effects of the Economic War. Candidates may also include some general points from their own knowledge. 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 at this level will show an understanding of the different views on the effects of the Economic War. Candidates will use the view expressed in Source C and their own knowledge and attempt to reach a judgement on the different views related to the effects of the Economic War. 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])**

Candidates at this level will show a clear understanding of the different views on the effects of the Economic War as outlined in Source C. Candidates will use their own knowledge to explain clearly the different interpretations on the effects of the Economic War and make reference to Source C to support their explanation. A judgement must be reached. 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 ([6]) AO3**

Answers may include some of the following:

- Source C stresses the differences between de Valera's expectations and what happened in Éire during the Economic War. Source C suggests that the Economic War had only negative effects on Irish agriculture and industry

- Source C states that the Economic War ‘worsened its relations between Éire and both Northern Ireland and Great Britain’
- In Source C de Valera hoped that the Economic War would bring positive results for Éire and lead to a self-sufficient economy
- On the other hand, Source C states that the Economic War provided ‘industry and agriculture with new opportunities’ in Great Britain and Northern Ireland
- Source C states that ‘Northern Ireland’s farmers took advantage’ of the Economic War.

Answers may include some of the following own knowledge:

- Éire’s farmers were affected badly by the loss of markets for their agricultural produce, as 90% of Éire’s trade was with Great Britain. The Economic War led to a fall in demand for cattle and overproduction. There was a big drop in beef prices and cattle had to be slaughtered. Many cattle farmers in Éire went bankrupt
- De Valera’s hopes of increased production of alternative crops, such as sugar beet and wheat, were not realised
- However, subsistence farmers in Éire suffered less and they also benefited from a reduction in the land annuities
- Industry in Éire was hit badly, as increased coal prices led to a fuel shortage.
- Relations and trade between Éire and Northern Ireland were badly affected, as cross-border trade ceased. This led to an increase in smuggling as a way of avoiding the payment of duties
- Northern Ireland’s farmers were able to provide Great Britain with produce that was no longer being supplied by the Irish Free State and therefore benefited from the Economic War
- By 1935 the Irish Free State was in serious economic difficulties. In 1935 the Irish Free State and Great Britain eased their tariff restrictions in the Coal-Cattle Pact
- Great Britain suffered notably less than Éire because of the diversity in the British economy but Éire’s boycott of British goods did lead to a rise in unemployment in some areas of Great Britain.

Any other valid point

[12]

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

AVAILABLE  
MARKS

**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]–[2])**

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 ([3]–[4])**

Answers will include more relevant detail linked to the question and there will be some explanation and 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 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed explanation and analysis of the impact of the Welfare State on the lives of people in Northern Ireland by 1949. 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**

Answers may include some of the following:

- The Welfare State brought significant benefits for the lives of people in Northern Ireland, especially as they now enjoyed the same health benefits as the rest of the UK. Polio and tuberculosis were eventually eliminated and people benefited from free prescriptions, free dental and eye tests
- The Housing Trust was established in 1947 to build new orlits and prefabs and local councils received subsidies to build new houses
- Social reforms also improved the standard of living for many people in Northern Ireland through increased family allowance, unemployment and sickness benefits
- The 1947 Education Act introduced the principle of free secondary education up to the age of 15. The 11+ examination offered free grammar school education and funding for Catholic voluntary schools increased from 50% to 65%. Local education authorities were obliged to provide free services to all schools including medical treatment, transport, milk, meals and books.

Any other valid point

[6]

- (c) “The Declaration of the Republic and the Ireland Act of 1949 were better for Great Britain and unionists in Northern Ireland than for the Republic of Ireland and nationalists in Northern Ireland.” Do you agree? Explain your answer.

**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]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the statement. Answers may lack balance and include little explanation. 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 ([6]–[11])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. Answers will attempt to reach a judgement to provide a more informed response. 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 ([12]–[17])**

Answers will provide a full, focused explanation and analysis of the question to provide a balanced and well-informed response. Answers will reach a judgement in relation to the question. 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.

**([5]) AO1 ([12]) AO2**

Answers may include some of the following:

- The Declaration of the Republic ended the last constitutional ties between Éire and Great Britain. Great Britain did not react in a hostile way to the Declaration of the Republic. People from Éire did not require a work permit and could vote in British elections
- The British Prime Minister, Clement Attlee, felt that as Dublin had not consulted him about the Declaration of the Republic, then he was free to give guarantees to Northern Ireland. In the Ireland Act, 1949, Great Britain recognised the Republic of Ireland and outlined the future constitutional relationship between the two countries by guaranteeing Northern Ireland’s position in the United Kingdom as long as a majority of its population wished for this to be the case
- Unionists viewed the Declaration of the Republic in 1949 as a threat and Lord Brookeborough called a general election in 1949 to strengthen support for the Union. Unionists were angry that Éire provided funds for nationalists in the election campaign of 1949. This made them more determined to defend the union

- However, unionists in Northern Ireland were reassured by the Ireland Act of 1949 as it guaranteed Northern Ireland's constitutional position within the UK. Unionist satisfaction was reinforced by the royal visit to Belfast in 1949, which symbolised the close ties between Northern Ireland and Great Britain
- Nationalists hoped that the Declaration of the Republic in 1949 would accelerate Irish unity but they were disappointed that their request to sit in the Dáil was refused. Northern nationalists formed the Anti-Partition League which won 11 seats in the 1949 general election and increased sectarian tension in Northern Ireland
- Nationalist politicians expressed outrage at the Ireland Act. They felt more isolated after the British government's guarantees to Northern Ireland in the Ireland Act.

Any other valid point [17]

### **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]

55

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

**AVAILABLE  
MARKS**

**11 (a) (i) Study Source A**

Using **Source A**, and **your own knowledge**, describe the effects of the Ulster Workers' Council strike of May 1974.

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

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

**Level 1 ([1]–[2])**

Answers at this level will address the question in a general way and offer a limited description of the effects of the Ulster Workers' Council strike. Answers will make very little reference to Source A and limited or no own knowledge is used.

**Level 2 ([3]–[4])**

Answers at this level will offer a more detailed description of the effects of the Ulster Workers' Council strike using Source A. Answers will use some own knowledge to support their answer. There will be gaps in the response.

**Level 3 ([5]–[6])**

Answers at this level will offer a full and accurate description of the effects of the Ulster Workers' Council strike using Source A. Relevant and accurate own knowledge will be used to support the answer.

**([3]) AO1 ([3]) AO3**

Answers may include some of the following:

- Source A also makes reference to how the strike brought most of Northern Ireland to a 'standstill'
- Source A concludes that as a result of UWC actions, it had contributed to the collapse of the power-sharing assembly
- At first support for the strike was limited, but it grew, partly due to Ulster Defence Association (UDA) intimidation and improved co-ordination
- Industries had to close down, there were regular electricity blackouts and fuel supplies were strictly controlled. Hundreds of road blocks were erected
- Loyalist bombs in Dublin and Monaghan increased pressure on the Power-Sharing Executive
- Brian Faulkner resigned as Chief Executive of the Power-Sharing Executive and other members of the executive resigned, thus ending power-sharing.

Any other valid point

[6]

**(ii) Study Source B**

Using **Source B**, and **your own knowledge**, explain why the unionist government introduced internment in August 1971.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrates understanding of the past through explanation of significance; understands 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 address the question in a general way. Answers may describe Source B and use limited own knowledge. Explanation, if any, will be weak.

**Level 2 ([4]–[6])**

Answers at this level will provide a more detailed analysis of the main reasons why the unionist government introduced internment. The content of Source B and some own knowledge will be used to provide a more informed response.

**Level 3 ([7]–[9])**

Answers at this level will offer a more detailed and developed explanation of the main reasons why the unionist government introduced internment in August 1971. Source B will be used fully and accurately. Own knowledge will be used to provide an informed response.

**([3]) AO1 ([3]) AO2 ([3]) AO3**

Answers may include some of the following using Source B and their own knowledge:

- The government of Northern Ireland had the power to introduce internment under the terms of the 'Special Powers Act' (Source B)
- Internment had been a tactic used against the IRA (Source B). It had been used 'successfully' to reduce violence (Source B) by the government of Northern Ireland (Source B)
- There was pressure on the unionist government for a tougher security policy. This is referred to in Source B
- The level of violence was on the increase at the end of 1970 and the start of 1971. By the time the marching season arrived, it was at an all-time high
- The IRA was continuing to grow. Its numbers had been boosted by the presence of the British Army and their arms searches in 1970
- Internment would allow the authorities to find information on the location of IRA weapons by providing the opportunity to question more IRA members
- The government of Northern Ireland believed that a stronger response was needed to the IRA than the one taken by the government in Britain at the time
- Few IRA men had been convicted of the bombings of Protestant-owned businesses.

Any other valid point

[9]

**(iii) Study Source C**

Source C suggests that Terence O'Neill's actions towards nationalists and the Republic of Ireland were successful.

How far would you agree that O'Neill's actions towards nationalists and the Republic of Ireland were successful? Explain your answer using **Source C** and **your own knowledge**.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how historical events have been interpreted and represented in different ways.

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

**Level 1 ([1]–[4])**

Limited and generalised response which only partially addresses the question. Candidates may extract limited information from Source C which outlines one view on Terence O'Neill's actions. Candidates may also include some general points from their own knowledge. 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 at this level will show an understanding of the different views on O'Neill's actions towards nationalists and the Republic of Ireland. Candidates will use the view expressed in Source C and their own knowledge and attempt to reach a judgement on whether O'Neill's policies were successful. 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])**

Candidates at this level will show a clear understanding of the view expressed in Source C regarding O'Neill's actions. Candidates will use their own knowledge to explain clearly the different interpretations of Terence O'Neill's policies and make reference to Source C to support their explanation. A judgement must be reached. 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 ([6]) AO3**

Answers may include some of the following information from Source C:

- Source C states 'I can truthfully say that I succeeded'. This supports the idea that in O'Neill's view his actions were a success
- Source C also states that 'during the period between 1965 and 1968 the Catholic community came to realise that I was interested in their welfare'. This indicates success and that O'Neill was genuinely trying to improve relations

- Source C indicates that 'At the same time the Republic of Ireland began to work more closely with Northern Ireland', again suggesting success in O'Neill's actions.

Answers may include some of the following own knowledge:

- O'Neill invited Taoiseach Sean Lemass to Stormont in January 1965. This was the first face-to-face meeting between Ireland's main leaders in 40 years. O'Neill also met with Lemass' successor Jack Lynch in December 1967
- O'Neill also visited Dublin. Discussions focused on economic co-operation between Northern Ireland and the Republic of Ireland
- Some within O'Neill's own Unionist Party were not happy with improved relations with the Republic of Ireland. This would suggest that O'Neill was not entirely successful. Opponents of O'Neill held protests at the Lemass visit
- By late 1967 the level of O'Neill's support within unionism was dwindling. Opinion polls suggested that O'Neill's policies were not seen as successful within some sections of the unionist community
- He visited Cardinal Conway, leader of the Catholic Church in Ireland, and sent condolences on the death of Pope John XXIII in 1963
- He visited Catholic schools and hospitals and increased financial support to Catholic schools and hospitals
- O'Neill declared the Ulster Volunteer Force (UVF) illegal after it murdered two Catholics in 1966
- He introduced the Five Point Reform Programme in November 1968
- There was some criticism amongst nationalists that many of these gestures were merely symbolic and that the pace of reform was too slow. This would indicate that O'Neill's actions were not entirely successful.

Any other valid point [12]

- (b) In what ways did the people of Northern Ireland respond to the arrival of British troops to Northern Ireland by 1970?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of consequence.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. 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 include more relevant detail linked to the question and there will be some explanation and 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 ([5]–[6])**

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 ([3]) AO2**

Answers may include some of the following:

- In August 1969, nationalists welcomed British troops at first. In Belfast and Derry/Londonderry, troops were initially greeted with tea and buns by nationalists
- Nationalists in 1969 saw British troops as their protectors. However, the IRA saw the British army as an occupying force
- Soon, however, the “honeymoon” period came to an end. Nationalists began to lose patience with the intrusion of a military presence on their streets
- The Falls Road curfew, July 1970, lasted 34 hours, while house-to-house arms searches were carried out. This weakened the good relationship that had existed between the army and the nationalist community. IRA recruitment grew after this
- Some unionists viewed the arrival of the British troops as being an unwelcome interference from Westminster
- Many unionists felt that sending the British troops on to the streets of Northern Ireland represented a loss of control and were worried about Stormont’s ability to keep control.

Any other valid point

[6]

- (c) “The years 1980 to 1985 were a time of continuing violence in Northern Ireland with little attempt to find a political solution.” Do you agree? Explain your answer.

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

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

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the statement. Answers may lack balance and include little explanation. 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 ([6]–[11])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. Answers will attempt to reach a judgement to provide a more informed response. 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 ([12]–[17])**

Answers will provide a full, focused explanation and analysis of the question to provide a balanced and well informed response. Answers will reach a judgement in relation to the question. 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.

**([5]) AO1 ([12]) AO2**

Answers may include some of the following:

- Violence was high as the 1980s began. The decade began with a backdrop of attempts to win back Special Category Status, such as the Blanket Protest and the Dirty Protest
- Nationalists showed their sympathy during the Hunger Strikes of 1981 when Bobby Sands was elected MP for Fermanagh-South Tyrone as an anti-H-Block candidate
- Following the death of Bobby Sands, violence continued to remain high. There were 61 deaths at this time
- Nationalists showed their support for the hunger strikers' beliefs when Gerry Adams was elected MP for West Belfast in 1983 and Sinn Féin's vote in elections increased significantly
- Unionists were horrified at nationalist support for the hunger strikers, whom unionists saw as gunmen and murderers. Therefore, relations worsened between unionists and nationalists
- In December 1982 17 people, including 11 soldiers, died when an INLA bomb exploded in Ballykelly
- There were attempts to find a political agreement
- 'Rolling Devolution' was proposed by James Prior which would involve the election of an assembly and would be given decision-making powers if there was cross-community support
- The New Ireland Forum was established to seek out a possible solution to Northern Ireland's problems
- The Anglo-Irish Agreement of 1985 was a further attempt to quell the violence and search for a solution to the Northern Irish conflict. This Agreement did not prove popular with many in Northern Ireland
- Unionists organised a huge protest rally at Belfast's City Hall. At least 100 000 took part in protest at the Anglo-Irish Agreement
- The "Ulster Says No" campaign, including a "Day of Action", took place. Much of Northern Ireland was brought to a standstill, using peaceful protest. In some places violence broke out
- Unionists embarked on a campaign of civil disobedience, involving measures such as the refusal to set rates in unionist council areas
- By 1985, despite attempts by the governments of Britain and the Republic of Ireland to stop the violence, a solution to the conflict seemed far away and violence was continuing.

Any other valid point

[17]

**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 for 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 rule 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 rule 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]	55
<b>Section B</b>	<b>55</b>
<b>Total</b>	<b>105</b>

AVAILABLE MARKS