



*Rewarding Learning*

**General Certificate of Secondary Education**

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## **History**

Unit 1:  
Modern World Studies in Depth  
and Local Study

**[GHR11]**

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## **Assessment**

**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 teachers with an indication of the nature and range of students' responses likely to be worthy of credit. They also set out the criteria which teachers should apply in allocating marks to students' responses. The mark schemes should be read in conjunction with these general marking instructions.

### ***Assessment Objectives***

Below are the assessment objectives for GCSE History.

Candidates must:

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

### ***Quality of students' responses***

In marking the papers, teachers 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 students 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 students may produce. In the event of unanticipated responses, teachers are expected to use their professional judgement to assess the validity of answers.

### ***Positive marking***

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers 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 student.

### ***Awarding zero marks***

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

### ***Types of mark schemes***

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

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

### ***Levels of response***

Questions requiring students to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers 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, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers:

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

### ***Quality of written communication***

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

#### ***Instructions for teachers:***

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

##### **Level 1**

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

##### **Level 2**

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

##### **Level 3**

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

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

##### **Level 1**

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

##### **Level 2**

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

**Level 3**

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

**Level 4**

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

**The guidance given in the General Marking Instructions is very clear and should assist teachers in applying the Mark Scheme. I would strongly advise teachers to use the level descriptors within each section when applying the Mark Scheme and to keep in mind that not all the detail given in each section is necessary for the awarding of top marks.**

**Section A**

**Option 1: Life in Nazi Germany, 1933–1945**

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

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

Below is a list of words linked with the churches in Germany:

Ludwig Müller	German Faith Movement	Dietrich Bonhoeffer	Confessional Church	Concordat
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- |  |                              |     |
|--|------------------------------|-----|
| Agreement with the Catholic Church                 | <u>Concordat</u>             |     |
| (a) Opposed Nazi policies and was executed in 1945 | <u>Dietrich Bonhoeffer</u>   | [1] |
| (b) Nazi Church based on pagan beliefs             | <u>German Faith Movement</u> | [1] |
| (c) Church which opposed the Nazis                 | <u>Confessional Church</u>   | [1] |
| (d) First Reich Bishop                             | <u>Ludwig Müller</u>         | [1] |

One mark for each correct answer

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

2 Describe **two** actions taken by the Nazis to reduce unemployment in Germany between 1933 and 1939.

**Target AO1:** demonstrate knowledge and understanding of the key features and characteristics of the period studied. *Accept creation of RAD.*

No rewardable material [0]

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

For example, the National Labour Service (RAD) was created to provide jobs to unemployed men. *Accept creation of RAD.*

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

For example, the National Labour Service (RAD) gave unemployed men jobs on projects needing large amounts of manual labour, such as planting new forests or digging ditches.

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

For example, in July 1935 the Reich Labour Service Act was passed, which forced every man aged between 18 and 25 to complete 6 months training in the RAD. They had to carry out work for the government, such as road building and tree planting, for pocket money rather than proper wages. They had to wear military uniform and live in camps. With hundreds of thousands of young Germans entering work camps, the jobless figures dropped sharply.

Apply criteria to each action.

Any other valid point  
(2 × [3])

[6]

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

Choose **one** way and explain how it affected the lives of German people.

Allied bombing	Labour shortages
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**Target AO1 and AO2:** demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: consequence.

No rewardable material [0]

**Level 1 ([1]–[2])**

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

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and

organisation. Students spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will provide a more detailed description and offer some explanation and analysis of the effects of the way chosen. Students give an account of the way but how it affected the lives of German people is not developed.

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

**Level 3 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed explanation and analysis of how the way chosen affected the lives of German people. Students demonstrate an understanding of the effects of the way.

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

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

**Allied bombing**

- In 1942, the Allies switched from bombing industrial targets in Germany to the night-time targeting of towns and cities. The aim was to destroy the morale of the German people and thus their support for the war
- A number of German cities had come under attack by 1945, for example, Cologne was the target of an RAF ‘thousand bomber raid’ in 1942 and Hamburg was bombed twice in 1943. Dresden was attacked over two nights in February 1945
- By the end of the war, approximately 3.5 million civilians had been killed and many more left homeless as a result of Allied bombing raids. While the raids may have helped to unite German people, disaffection was also growing amongst the population especially in the latter stages of the war

**Labour shortages**

- As German men were needed in the armed forces, a shortage of workers meant that women were needed to make up the shortfall, especially in industry
- By 1943, not enough women were in work and so the Nazis started to conscript women into the workforce. Women between the ages of 17 and 45 were required to take up work outside the home. By 1944, women made up more than half of the workforce
- Foreign workers and prisoners of war were used by the Nazis in factories or as labourers. By the end of 1944, as many as 8 million foreign workers were employed in Germany

Any other valid point

[6]

- 4 How did the Nazis treat gypsies, homosexuals and those with disabilities in Germany?

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

No rewardable material [0]

**Level 1 ([1]–[2])**

Answers will be vague and generalised with little or no explanation of how the Nazis treated gypsies, homosexuals and those with disabilities in Germany.

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

**Level 2 ([3]–[5])**

Answers will be more detailed with some analysis of how the Nazis treated gypsies, homosexuals and those with disabilities in Germany. There may be omissions and a lack of focus on explanation.

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

**Level 3 ([6]–[8])**

Answers will be well informed and provide an accurate and well-developed explanation and analysis of how the Nazis treated gypsies, homosexuals and those with disabilities in Germany.

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

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

- The Nazis believed that the German people were part of a 'Master Race' and other races were inferior. Some groups of people were considered *Untermenschen* or regarded as not fitting into the *Volksgemeinschaft*
- Persecution of the Roma people or 'Gypsies' began in 1936 and many were sent to concentration camps in 'crime prevention' campaigns. Himmler called for a 'Solution' to the 'Gypsy Question' in 1938. During the Roma Holocaust (the Porajmos), perhaps one-third of the estimated 700 000 Roma people in Europe were killed
- Homosexual men were also targeted and 100 000 were arrested. 15 000 homosexual men were sent to concentration camps, where many were experimented on to find a 'cure'
- The Diseased Offspring Law of 1933 allowed sterilisation of those with mental and physical disabilities and, after 1935, doctors could terminate pregnancies by force. In 1939, the Nazis introduced a policy of secret euthanasia

- Concentration camps were constructed and run by members of the SS. Punishments included floggings, ‘standing cells’ and ‘pole-hanging’
- During World War II, approximately 72 000 mentally ill patients were killed by the Nazis and 300 000 men and women were sterilised between 1934 and 1945

Do not expect or look for every point in the indicative content.

Any other valid point

[8]

- 5 “Nazi attempts to control the lives of young people between 1933 and 1939 were unsuccessful.” Do you agree? Explain your answer.

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

No rewardable material [0]

**Level 1 ([1]–[4])**

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

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

**Level 2 ([5]–[8])**

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

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

**Level 3 ([9]–[12])**

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

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

**Level 4 ([13]–[16])**

Answers will provide a full assessment of the proposition to offer a balanced and well-informed response. Answers will reach a judgement in relation to the merits

of the proposition, supported by sustained reasoning and historical evidence.

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

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

- The Nazis saw young people as future soldiers or mothers of soldiers and wanted to instil Nazi ideals. They controlled free time as well as what was taught in school
- The Nazi Party created organisations where both boys and girls could be indoctrinated with Nazi beliefs. Boys could join the Hitler Youth Movement, which aimed to instil racism and develop physical fitness. The Hitler Youth became compulsory when a Youth Law of 1936 decreed that all children must be educated according to Nazi principles
- Military-type activities made the Hitler Youth popular and many young people were keen to participate. In 1936, thousands of members took part in parades to celebrate Hitler's birthday. By 1938, the movement had more than 7 million members
- The League of German Maidens or BDM was an organisation to teach girls to be good mothers and keep them fit for childbirth. They learned to cook and clean, complete physical exercise and were taught to put others and the nation first. Some might be sent to a Lebensborn home
- The Nazis also controlled education in Germany. Jewish and anti-Nazi teachers were sacked. 97% of teachers became members of the National Socialist Teachers' League. The curriculum was also Nazified. Order Castles and Adolf Hitler Schools were established for the most talented students to train as future leaders and SS members
- However, whilst many young people did conform, others did not. As many as one million young people avoided attending the Nazi youth organisations and some showed their opposition by joining other movements, for example, the Leipzig Hounds, the Swing Youth and the Edelweiss Pirates
- The Nazi youth policies had mixed results. Many young people accepted them and would have been influenced by them in school and during their free time. Most did not actively oppose the government or get involved in politics

**Students can agree or disagree with the proposition. However, for a top Level 4 mark to be awarded, a fully supported judgement must be made on whether Nazi attempts to control the lives of young people between 1933 and 1939 were unsuccessful.**

The answer does not need to be equally balanced to achieve top Level 4. Also do not expect all the detail listed in the indicative content.

Any other valid point

[16]

40

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

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

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

Below is a list of words linked to the experiences of immigrants in the USA in the 1920s:

Palmer Raids	Ghetto	Sacco and Vanzetti Case	Red Scare	Emergency Quota Act
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

Overcrowded area in many cities where immigrants lived **Ghetto**

- (a) Hostility towards immigrants by the legal system **Sacco and Vanzetti Case** [1]
- (b) Belief that immigrants would spread communism in the USA **Red Scare** [1]
- (c) Limit on the number of immigrants allowed to enter the USA in 1921 **Emergency Quota Act** [1]
- (d) Arrest and deporting of immigrants from the USA in 1920 **Palmer Raids** [1]

One mark for each correct answer

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

7 Describe **two** ways in which the lives of people living in the countryside were affected by the Great Depression.

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

No rewardable material [0]

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

For example, food prices and farm income continued to fall and poverty increased.

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

For example, in the 1920s many farmers had borrowed from banks to purchase new machinery in order to increase production. By 1932 over 40% of farms were mortgaged to banks due to debt and thousands of farmers had been evicted from their farms.

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

For example, thousands of share croppers and farm labourers had lost their jobs and experienced severe hardship. In the Midwest, drought and over cropping led to dust storms which ruined millions of acres of previously-fertile land. Thousands of farmers and labourers from the Dust Bowl (Arkansas and Oklahoma) migrated west to California.

Apply criteria to each way

Any other valid point  
(2 × [3])

[6]

8 Below are two factors that caused the Wall Street Crash in October 1929.

Choose **one** factor and explain how it caused the Wall Street Crash.

The Stock Exchange and Share Speculation	Banks
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**Target AO1 and AO2:** demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: cause.

No rewardable material [0]

**Level 1 ([1]–[2])**

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

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and

organisation. Students spell, punctuate and use the rules of grammar with limited accuracy.

### **Level 2 ([3]–[4])**

Answers will provide a more detailed description and offer some explanation and analysis of the factor chosen. Students give an account of the factor chosen but how the factor chosen caused the Wall Street Crash is not developed.

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

### **Level 3 ([5]–[6])**

Answers will be well informed and provide an accurate, well developed explanation and analysis of how the factor chosen caused the Wall Street Crash. Students demonstrate an understanding of the cause of the event.

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

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

#### **The Stock Exchange and Share Speculation**

- There was little regulation or supervision of the New York Stock Exchange in the 1920s. This enabled practices such as ‘insider trading’ to grow
- A share-buying craze from 1927 to 1929 resulted in over 600 000 Americans becoming share speculators. Speculators used stockbrokers and banks to borrow 90% of the value of shares in a system called ‘buying on the margin’
- Confidence that the economic boom would continue blinded speculators to the risks of share buying and pushed share values to unrealistic levels. Warnings that the Stock Exchange was ‘overheating’ were not heeded

#### **Banks**

- There was little regulation of the banking system in the USA in the 1920s. Many banks tended to be small independent units, lacking the funds to meet unusual demands
- Many banks used savers’ deposits to invest in shares and lend money to stockbrokers and speculators which contributed to the increase in share prices. Americans borrowed \$9 billion from banks to speculate on shares in 1929
- Banks contributed to the Wall Street Crash by putting pressure on speculators to repay loans. This contributed to the panic selling of shares in October 1929. On Tuesday 29 October 1929, over 16 million shares were sold and the value of shares on the Stock Exchange went into free fall

Any other valid point

[6]

**9** Why did Prohibition fail?

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

No rewardable material [0]

**Level 1 ([1]–[2])**

Answers will be vague and generalised with little or no explanation of why Prohibition failed.

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

**Level 2 ([3]–[5])**

Answers will be more detailed with some analysis of why Prohibition failed. There may be omissions and lack of focus on explanation.

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

**Level 3 ([6]–[8])**

Answers will be well-informed and provide an accurate and well-developed explanation and analysis of why Prohibition failed.

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

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

- There was lack of respect for Prohibition. Many Americans broke a law they viewed as a threat to their personal freedom. The industrialist Pierre Dupont funded the Association Against Prohibition Amendment, (AAPA)
- The closing down of distilleries and breweries led many Americans to make homemade alcohol called moonshine, using illegal stills in their homes. More than 280 000 illegal stills were seized in 1930
- The closure of saloons resulted in illegal bars called speakeasies being set up in most cities. These were sometimes disguised as funeral parlours. There were more than 20 000 speakeasies in New York in 1930
- Prohibition failed because of bootlegging or the smuggling of alcohol from Canada and the West Indies on ships called 'rum runners'. Gangs, especially the Mafia, organised and made vast profits by illegally importing alcohol
- Prohibition caused a culture of lawlessness that damaged society. Corruption and violence increased and many politicians, judges and policemen were in the pay of the Mafia. The Mafia was responsible for over 400 deaths, especially the St Valentine's Day massacre in Chicago in 1929
- Prohibition failed because of weaknesses in law enforcement. Only 2300 poorly-paid prohibition agents were employed and the area they had to patrol was too large. Many were threatened and one-in-twelve was dismissed for accepting bribes

Do not expect or look for every point in the indicative content.

Any other valid point

[8]

- 10 “Americans approved of cinema and jazz music and both had a positive effect on the lives of people in the USA in the 1920s.” Do you agree? Explain your answer.

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

No rewardable material [0]

**Level 1 ([1]–[4])**

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

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

**Level 2 ([5]–[8])**

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

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

**Level 3 ([9]–[12])**

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

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

**Level 4 ([13]–[16])**

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

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

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

- Most young Americans approved of the cinema as an exciting new leisure activity, with 110 million visits to the cinema every week to see the silent movies. Cinema became an important part of the social life of the

fashionable young women known as flappers. During the Great Depression, the cinema allowed Americans to escape from the harsh reality of poverty

- Film stars in the 1920s influenced the attitudes and behaviour of young Americans who bought magazines to read about the lives of film stars and imitate their fashion and lifestyle. Rudolf Valentino and Gloria Swanson were two influential film stars in the 1920s
- Not all Americans viewed the cinema in a positive way. Older conservative people blamed the cinema for lowering moral standards. They were concerned at the provocative behaviour of cinema sex symbols such as Clara Bow, the 'It' girl. They criticised nudity and sex in films and this prompted the adoption of the Hays Code
- The 1920s has been termed the 'Jazz Age'. The radio helped make jazz music very popular with many young people. New daring dances such as the Charleston and Black Bottom, based on jazz music became popular, especially in northern cities. Jazz music was often played in speakeasies. Drinking alcohol, listening to jazz music and dancing became a popular part of the new lifestyle of the 1920s
- Black American musicians benefited from the popularity of jazz music. Jazz performers such as Duke Ellington and Louis Armstrong and jazz bands such as the Hot Five made big profits from live performances and sales of records
- Conservative groups and the churches criticised jazz music for promoting a decline in morals among young people. Some religious groups called jazz 'the devil's music'. Conservative WASPs in the southern states disapproved of the racial mixing promoted by jazz

**Students can agree or disagree with the proposition. However, for a top Level 4 mark to be awarded, a fully supported judgement must be made on whether Americans approved of cinema and jazz music and the extent to which both had a positive effect on the lives of people in the USA in the 1920s.**

The answer does not need to be equally balanced to achieve top Level 4. Also do not expect all the detail listed in the indicative content.

Any other valid point

[16]

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

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

**1 Study Source A**

**Using Source A and your contextual knowledge**, give **one** reason that explains why the government of Éire was happy with the Anglo-Irish Agreements, 1938.

**Target AO3:** Comprehension from sources.

No rewardable material **[0]**

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

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

Apply criteria for any **one** reason

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

- Source A states that the government of Éire would pay ‘£10 million as a final settlement’. The land annuities were worth an estimated £78 million. The government of Éire would benefit from not having to pay these anymore
- Source A states ‘the British government agrees to hand over the naval bases’. These were known as the Treaty Ports, Cobh, Berehaven and Lough Swilly. This reinforced Éire’s independence

Students do not need to quote directly from the Source. They can paraphrase. Do not expect too much in terms of contextual knowledge. Elaborating on the source is sufficient in this case.

Any other valid point

[2]

**2 Study Source B**

**Using Source B and your contextual knowledge**, give **two** ways that explain how World War II affected the lives of people in Éire.

**Target AO3:** Comprehension from sources.

No rewardable material **[0]**

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

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

Apply criteria for any **two** ways

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

- Source B states that ‘bread has been rationed’. Attempts were made to increase wheat production to support the production of bread. These were

unsuccessful

- Source B states that 'tea and coffee are also in short supply'. Due to the lack of imports tea and coffee had to be rationed
- Source B states that there has 'been a large increase in emigration'. It is estimated that between 1939 and 1945 about 200 000 Irish people went to work in Britain

Students do not need to quote directly from the source. They can paraphrase. Do not expect too much in terms of contextual knowledge. Elaborating on the source is sufficient in this case.

Any other valid point

[4]

### 3 Study Source C

How **useful** is **Source C** for an historian studying the response of industry in Northern Ireland to World War II?

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

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

No rewardable material [0]

#### Level 1 ([1])

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

#### Level 2 ([2]–[3])

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

#### Level 3 ([4]–[5])

Answers at this level will analyse fully the utility of Source C. Students will use the content of the source and their own contextual knowledge of Northern Ireland's industry during World War II. They will make a reasoned judgement as to the utility of Source C in explaining the response of industry in Northern Ireland to World War II. *Should refer to limitations/omissions for L3; extensive contextual knowledge NOT expected.* There must be reference to the content of Source C to be awarded a mark in Level 3.

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

- The source is useful because it allows the historian to see that the

contribution of Northern Ireland industry at the start of the war lagged behind other parts of Britain. The source states that Northern Ireland ‘failed to become an important centre for the production of military supplies’, and that ‘there have been a number of illegal strikes by workers’

- The source is useful as it is a report by the British government, which would give a factual viewpoint on the response of industry in Northern Ireland to World War II
- The source is useful in studying the response of industry in Northern Ireland to World War II because it is a primary source by the British government, written over a year after the beginning of World War II
- However, the source is focused on the British viewpoint and only shows how industry responded at the beginning of the war. It only gives one opinion on the issue and omits the view of the government of Northern Ireland, which may reduce the usefulness of the source

Any other valid point

[5]

#### 4 Study Source C

How **reliable** is **Source C** for an historian studying the response of industry in Northern Ireland to World War II?

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

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

No rewardable material [0]

##### Level 1 ([1])

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

##### Level 2 ([2]–[4])

Answers will discuss the reliability of Source C. Answers may comment on the fact that this is a report by the British government and this can affect the reliability. Students may show some awareness of bias and comment on how this could affect its reliability. Some contextual knowledge about the response of industry in Northern Ireland to World War II is used to support comments on the reliability of Source C.

##### Level 3 ([5]–[6])

Answers at this level will analyse fully the reliability of Source C. Students will use the content of the source and their contextual knowledge to make a reasoned judgement as to the reliability of Source C in explaining the response of industry in Northern Ireland to World War II. *Should refer to limitations/omissions for L3; extensive contextual knowledge NOT expected.* There should be some reference to the content of Source C to be awarded a mark in Level 3.

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

- Date of the source: a primary source produced at the time, which gives an account of the view of the British government that the response of industry in Northern Ireland at the beginning of World War II was inadequate, with 'no new factories' being built and unemployment 'much higher' than in the rest of Britain
- Author of the source: the British government, which would be well-informed on how industry in Northern Ireland responded to World War II
- Nature of the source: since it is a government report, it is likely to have been well-researched and reflect the authentic view of the British government
- Motive: the British government is clearly trying to appeal to the government of Northern Ireland to do more to ensure that industry contributes its fair share to the British war effort
- Students may judge that this source is reliable for giving the viewpoint of the British government on the response of industry in Northern Ireland to World War II. However, it is one sided and omits the views of important groups in Northern Ireland at the time

Any other valid point [6]

- 5 (a) Give **one** reason why some people in Northern Ireland opposed the introduction of the Welfare State.

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

Any **one** reason:

- The unionist government at Stormont was hostile to the socialist policies of the Labour government and was concerned about how it would pay for the Welfare State
- Middle class people were concerned that the cost of the Welfare State would increase taxes
- Many doctors were unhappy initially as they feared losing their independence

Any other valid point [1]

- (b) Name the first Prime Minister of Northern Ireland.

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

James Craig

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

(c) Give **one** consequence of the Blitz on Belfast.

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

Any **one** consequence:

- 955 people were killed and 2400 injured during the four raids on Belfast
- 3200 houses were destroyed and over 50 000 damaged
- The shipyards were damaged and did not recover for six months
- Large numbers of people fled from Belfast. 10 000 officially crossed the border into Éire. Thousands of other people left the city to live with family or friends

Any other valid point [1]

(d) Describe **one** reaction to the Government of Ireland Act, 1920.

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

No rewardable material [0]

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

For example, the majority of unionists were delighted as it ensured they would have control over their own affairs

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

For example, the majority of unionists were delighted as it ensured they would have control over their own affairs. Unionists wasted no time and quickly held elections for their new parliament, winning 40 of the available 52 seats

Any other valid point [2]

6 Explain **two** of the following:

- A The effects of the Economic War on the economy of the Irish Free State, 1932–1938
- B The role played by Northern Ireland’s naval and air bases during World War II
- C The economic and social problems that Éire experienced between 1945 and 1949

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

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

**Level 1 ([1]–[3])**

Answers will be vague and generalised showing limited knowledge and understanding of the event/issue chosen. Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and organisation. Students spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will include relevant information demonstrating some knowledge and understanding of the period. An explanation is given showing an attempt to analyse the importance of the event/issue chosen. Writing communicates ideas using historical terms accurately and shows some skills of selection and organisation of material. Students spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will provide more detailed, relevant information demonstrating good knowledge and understanding of the period. A developed explanation is given demonstrating analysis of the importance of the event/issue chosen. Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Students spell, punctuate and use the rules of grammar with consistent accuracy.

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

**The effects of the Economic War on the economy of the Irish Free State, 1932–1938**

- There was a big drop in beef and dairy exports to Britain. This led to overproduction at home and a fall in beef prices, with many cattle having to be slaughtered. Many cattle farmers went bankrupt
- De Valera’s hopes of increased production of alternative crops such as sugar beet and wheat were not realised
- However, subsistence farmers suffered less and they also benefitted from a reduction in the land annuities
- The effects on industry were not as severe as those on agriculture
- Attempts were made to build up Irish domestic industry. This was not

successful as raw materials from Britain were too expensive, especially coal and iron products

- The peat industry benefitted because of the scarcity and cost of British coal

### **The role played by Northern Ireland's naval and air bases during World War II**

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

### **The economic and social problems that Éire experienced between 1945 and 1949**

- Éire experienced a severe economic depression after World War II. Éire's neutrality in the war was unpopular in Britain and Éire found itself economically isolated by Britain
- The wet summer of 1946, followed by a severe winter in 1947, led to a severe shortage of food and fuel. De Valera had to declare a state of emergency, with rationing of basic foodstuffs
- Building materials were in short supply, which led to a shortage of housing
- Unemployment increased. 24 000 people emigrated every year from Éire, mainly to Britain
- No Welfare State or National Health Service was introduced in Éire. Therefore, living standards fell behind those in Northern Ireland and Britain
- The inability of the government of Éire to offer solutions to the problems, in contrast to the impact of social reforms in Britain and Northern Ireland, led to the creation of new political parties

Any other valid point

[18]

40

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

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

**7 Study Source A**

**Using Source A and your contextual knowledge**, give **one** reason that explains why Prime Minister Edward Heath introduced Direct Rule in Northern Ireland in March 1972.

**Target AO3:** Comprehension from sources.

No rewardable material **[0]**

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

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

Apply criteria for any **one** reason

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

- Source A states that ‘the British government must take control of Northern Ireland’. After Bloody Sunday, increased violence by the PIRA showed that Stormont had lost control
- Source A states that ‘we have no choice but to take charge of law and order’. This is because Brian Faulkner and the Northern Ireland government refused to hand over control of law and order and resigned
- Source A states that Direct Rule was being introduced ‘until a political solution can be found’. Nationalist alienation and embarrassing international condemnation after Bloody Sunday persuaded Prime Minister Edward Heath that a new form of government was needed

Students do not need to quote directly from the source. They can paraphrase. Do not expect too much in terms of contextual knowledge. Elaborating on the source is sufficient in this case.

Any other valid point

**[2]**

**8 Study Source B**

**Using Source B and your contextual knowledge**, give **two** reasons that explain why housing was a major grievance for nationalists in Northern Ireland in the 1960s.

**Target AO3:** Comprehension from sources.

No rewardable material **[0]**

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

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

Apply criteria for any **two** reasons

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

- Council houses were allocated by local councillors, not on the basis of need. In Source B, Mrs Goodfellow went to her local councillor ‘to ask him to help me get this house’. Having a house entitled people to vote and some unionist councillors were unwilling to give council houses to nationalists, as they feared losing political control of their council
- In Source B, Mrs Goodfellow states that ‘my family did not get this house’ in Caledon. Discrimination in allocating council houses and overcrowding was a major grievance for nationalists in the 1960s. Mrs Goodfellow stated that in August 1969 ‘there are now sixteen of us living in one small house’
- In Source B, Mrs Goodfellow and her family ‘decided to squat in this house’ and ‘in June 1968 we were evicted’. Austin Currie, the local Nationalist MP also squatted in this house. Grievances over housing led to the formation of pressure groups, especially in Derry/Londonderry and Dungannon

Students do not need to quote directly from the source. They can paraphrase. Do not expect too much in terms of contextual knowledge. Elaborating on the source is sufficient in this case.

Any other valid point

[4]

## 9 Study Source C

How **useful** is **Source C** for an historian studying the introduction of internment in August 1971?

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

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

No rewardable material [0]

### Level 1 ([1])

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

### Level 2 ([2]–[3])

Answers at this level will discuss the utility of Source C in explaining the introduction of internment in August 1971. Students may point out that Source C is a primary source and discuss the value of this. They may begin to make observations on authorship, the fact that the source is an interview by Faulkner on television and the usefulness of this type of source. They may mention the reasons why this source was produced and how this affects utility. Some contextual knowledge is used to support comments on the utility of Source C.

### Level 3 ([4]–[5])

Answers at this level will analyse fully the utility of Source C. Students will use the content of the source and their own contextual knowledge to make a reasoned judgement as to the utility of Source C in explaining the introduction of internment in August 1971. *Should refer to limitations/omissions for L3; extensive contextual*

*knowledge NOT expected.* There should be some reference to the content of Source C to be awarded a mark in Level 3.

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

- The source is useful as it tells us that Faulkner introduced internment to deal with the ‘mounting tension and violence’ and to achieve ‘peace and to bring the IRA campaign in Northern Ireland to an end’. It does not provide us with detail about the scale of IRA violence or the anger and frustration of unionists that so few IRA bombers were being convicted
- Faulkner is appealing to Catholics when he states that ‘internment is not a drive against the Catholic community’. However, the source does not state that all internees in 1971 were Catholic
- Source C is useful as it gives Faulkner’s view about the success of internment in the immediate aftermath. Faulkner was ‘impressed by the effectiveness of the security forces’. Faulkner omits how internment alienated the nationalist population from the army and increased support for the Provisional IRA after internment was introduced
- Source C is useful as the author, Brian Faulkner was the Prime Minister of Northern Ireland who introduced internment. This increases the utility of the source, especially about Faulkner’s motives in introducing internment and his evaluation of the success of internment. It is less useful as Faulkner’s assessment omits any negative analysis
- The interview was given on 11 August, two days after internment was introduced and provides Faulkner’s immediate response. This increases its usefulness in understanding why internment was introduced. However, the date is too near to the introduction of internment to allow a historian to make a balanced assessment of its usefulness  
*A number of possible limitations/omissions are given here – students can access L3 if they mention any of them.*

Any other valid point

[5]

## 10 Study Source C

How **reliable** is **Source C** for an historian studying the introduction of internment in August 1971?

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

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

No rewardable material [0]

### Level 1 ([1])

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

### Level 2 ([2]–[4])

Answers at this level will discuss the reliability of Source C. Students may

comment on the fact that this is a primary source, a television interview and this can affect its reliability. Students may show some awareness of bias and comment on how this may affect its reliability. Students could refer to authorship and the nature of the source and discuss how this affects reliability. Some contextual knowledge is used to support comments on the reliability of Source C.

### Level 3 ([5]–[6])

Answers at this level will analyse fully the reliability of Source C. Students will use the content of the source and their contextual knowledge to make a reasoned judgement as to the reliability of Source C in explaining the introduction of internment. *Should refer to limitations/omissions for L3; extensive contextual knowledge NOT expected.* There should be some reference to the content of Source C to be awarded a mark in Level 3.

#### Answers may include some of the following:

- Date of the source: a primary source from 11 August 1971, only two days after the introduction of internment. Its strength is its immediacy to the event. It provides a reliable insight into how the Prime Minister of Northern Ireland viewed the introduction of internment. Faulkner states ‘we are now getting the situation under control’. 452 suspected IRA bombers and gunmen were interned by 11 August
- Author: the author is Brian Faulkner, the unionist Prime Minister who introduced internment. This reduces its reliability as Faulkner had a vested interest in promoting a positive view of the policy that he was responsible for introducing
- Nature of the source: it is an interview with Faulkner who will have a motive to justify his actions and portray internment in a positive light. This reduces the reliability as Faulkner omits any negative aspects of internment
- Motive: Faulkner had an agenda to defend his actions in introducing internment. A historian would have to be aware of bias. Source C only refers to the positive aspects of internment, e.g. ‘impressed by the effectiveness of the security forces’. No reference is made to increased violence and deaths and the anger of nationalists at internment and the way it was carried out
- Students may judge the source is unreliable as it provides only one view on the introduction of internment and omits other viewpoints. Some may state that it is reliable about the introduction of internment because of its author’s key position as Prime Minister of Northern Ireland

Any other valid point

[6]

- 11 (a) Name **one** action taken by Prime Minister Terence O’Neill to improve relations with the Republic of Ireland between 1963 and 1968.

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

Any **one** action:

- O’Neill invited Taoiseach Sean Lemass to Stormont in January 1965, the first meeting between the leaders of the Republic of Ireland and Northern Ireland in 40 years
- O’Neill visited Dublin four weeks later to discuss areas of economic

cooperation such as tourism, trade and the provision of electricity supplies between Northern Ireland and the Republic of Ireland

- In December 1967, Taoiseach Jack Lynch visited Northern Ireland

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

- (b) Give **one** term of O'Neill's Five Point Programme of Reform, November 1968.

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

Any **one** term:

- Reform of the system of allocating council houses by adopting a points system
- The ending of extra votes for business men in local government elections
- Replacement of Londonderry Corporation by a new Development Commission

Any other valid point [1]

- (c) Give **one** effect of the hunger strike of 1981.

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

Any **one** effect:

- Ten hunger strikers died before the hunger strike was called off in October 1981. Some concessions were given after the end of the hunger strike, for example, prisoners were allowed to wear their own clothes
- Nationalists in Northern Ireland became alienated from the British government. They were angry at Mrs Thatcher's refusal to compromise. Support for the PIRA and republican violence increased
- After the hunger strike of 1981, Sinn Féin was launched into politics and support for the moderate SDLP declined. In 1983 Gerry Adams defeated Gerry Fitt and became Sinn Féin MP for West Belfast

Any other valid point [1]

- (d) Describe **one** response to the Downing Street Declaration, December 1993.

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

No rewardable material **[0]**

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

For example, unionist parties were suspicious that the Downing Street Declaration was a step towards a united Ireland

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

For example, nationalists welcomed the acceptance in the Downing Street Declaration that a united Ireland was a legitimate aspiration. The Provisional IRA used the Downing Street Declaration to justify its ceasefire in 1994 and hoped that this would allow Sinn Féin to become involved in a future talks process

Any other valid point

[2]

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

- A Reasons for the resignation of Prime Minister Terence O'Neill, April 1969
- B Reactions of nationalists and unionists to the Anglo-Irish Agreement, November 1985
- C Responses to the Good Friday Agreement, April 1998

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

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

**Level 1 ([1]–[3])**

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

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

**Level 2 ([4]–[6])**

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

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

**Level 3 ([7]–[9])**

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

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

Answers may include some of the following:

**Reasons for the resignation of Prime Minister Terence O'Neill, April 1969**

- O'Neill's upper-class background and aloof personality made him unpopular with some sections of the Official Unionist Party. Some resented the fact he was selected, not chosen as leader by unionist MPs
- O'Neill's policies, especially improved relations with the Republic of Ireland and concessions to nationalists, were disliked by members of his government. William Craig, Minister of Home Affairs, was dismissed over the concessions in the Five Point Programme of Reform and Brian Faulkner, Minister for Commerce, resigned in January 1969 over the setting up of the Cameron Commission
- Increased violence and unrest after the People's Democracy march in January 1969 increased pressure on O'Neill by unionist supporters to act more decisively
- O'Neill misjudged the situation when he called the 'Crossroads election' in February 1969. O'Neill gained little support from nationalists. His position as Unionist Party leader was weakened by the challenge of Ian Paisley in Bannside where O'Neill won by only 1400 votes. The Unionist Party was divided as O'Neill lost the support of one-third of unionist MPs
- The trigger that led to O'Neill's resignation in April 1969 was a bombing campaign, including the bombing of the Silent Valley reservoir by the UVF but blamed on the IRA. This emphasised O'Neill's weakness. He later claimed that these bombs 'quite literally blew me out of office'

Any other valid point

**Reactions of nationalists and unionists to the Anglo-Irish Agreement, November 1985**

- The nationalist SDLP supported the Anglo-Irish Agreement and saw it as an opportunity to guarantee the aspirations of nationalists and create a better way of life for people in Northern Ireland
- Republicans and the IRA criticised the Anglo-Irish Agreement as reinforcing partition and IRA violence continued
- Unionists regarded the Anglo-Irish Agreement as an act of betrayal by Mrs Thatcher and the British government. A huge rally, attended by an estimated 100 000 people, was addressed by Ian Paisley and James Molyneux at Belfast City Hall
- An 'Ulster Says No' campaign of civil disobedience and refusal to meet government ministers reflected unionist anger. All 15 Unionist MPs resigned their Westminster seats in protest
- Marches took place to the headquarters of the Anglo-Irish Secretariat at Maryfield. Effigies of Mrs Thatcher were burnt on bonfires. A 'Day of Action' in March 1986 brought much of Northern Ireland to a standstill. Loyalist violence broke out, especially against members of the RUC, when the campaign of civil disobedience seemed not to be working

Any other valid point

**Responses to the Good Friday Agreement, April 1998**

- Unionists were divided in their responses to the Good Friday Agreement. David Trimble, leader of the UUP [Ulster Unionist Party] took part in the negotiations but 6 of the 10 UUP MPs opposed the agreement. The

DUP [Democratic Unionist Party] led by Ian Paisley did not take part in negotiations. Unionist opponents set up the UUUC [United Ulster Unionist Campaign] to coordinate opposition to the Good Friday Agreement

- The SDLP, the leading nationalist party played an important part in the negotiations leading to the signing of the Good Friday Agreement. Sinn Féin advised its supporters to support the Agreement, arguing that concessions on prisoner release was an important gain. Sinn Féin was prepared to end its abstentionist policy at 'local level' and agreed to take their seats and participate in the new Northern Ireland Assembly
- The general public was given an opportunity to have their say on the Good Friday Agreement with referenda held in Northern Ireland and the Republic of Ireland in May 1998. Over 71% of voters in Northern Ireland supported the Good Friday Agreement, with a stronger approval rate among nationalists
- In the Republic of Ireland, 94% of voters approved the Good Friday Agreement. This led the government to amend Articles 2 and 3 of the constitution
- Elections to the 108-member power-sharing Northern Ireland Assembly took place in June 1998. The unionist parties were evenly divided over involvement in the Assembly. The Northern Ireland Assembly met in July 1998 with UUP leader David Trimble becoming First Minister and Seamus Mallon of the SDLP becoming Deputy First Minister

Any other valid point

[18]

40