



**General Certificate of Secondary Education
2022**

History

Unit 1:
Modern World Studies in Depth
and Local Study

[GHR11]

THURSDAY 19 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

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

Assessment Objectives

Below are the assessment objectives for GCSE History.

Candidates must:

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

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

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

Awarding zero marks

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

Types of mark schemes

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

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

Levels of response

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

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

Quality of written communication

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

Instructions for examiners:

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

Level 1

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

Level 2

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

Level 3

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

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

Level 1

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

Level 2

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

Level 3

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

Level 4

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

COVID-19 Context

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

Section A

Option 1: Life in Nazi Germany, 1933–1945

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

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

Below is a list of words linked to the Police State in Germany:

SS	Kripo	Gestapo	Death's Head Units	Stormtroopers (SA)
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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.

- Carried out general policing duties **Kripo**
- (a) Hitler's personal bodyguards **SS** [1]
- (b) Ran the concentration camps **Death's Head Units** [1]
- (c) The Secret State Police **Gestapo** [1]
- (d) Beat up Nazi opponents **Stormtroopers (SA)** [1]

One mark for each correct answer

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

4

2 Describe **two** ways in which Jews were persecuted by the Nazis between 1939 and 1945.

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, 'Death Camps' were established to execute large numbers of Jews.

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

For example, the Nazis decided a 'Final Solution' to 'the Jewish Problem' was to execute them in large numbers. 'Death Camps' with gas chambers were built so that up to 2000 people at a time could be executed.

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

For example, the Nazis decided that a 'Final Solution' to the 'Jewish Problem' would be the complete elimination of the Jewish population. 'Death Camps', like Auschwitz were built with gas chambers which could execute 2000 people at a time. Jews were taken from the trains on arrival, and if they were considered unfit for work, they were taken straight to the gas chambers.

Apply criteria to each action.

Any other valid point

(2 × [3])

[6]

6

3 Below are two organisations which opposed the Nazis.

Choose **one** organisation and explain how it opposed the Nazis in Germany between 1933 and 1945.

The Churches	The Army
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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 organisation chosen or comments which could apply to either.

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

Level 2 ([3]–[4])

Answers will provide a more detailed description and offer some explanation and analysis of the actions of the organisation chosen. Candidates give an account of the organisation but explanation of how it opposed the Nazis is not developed.

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

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate, well-developed explanation and analysis of how the organisation chosen opposed the Nazis. Candidates demonstrate an understanding of the attempts made by the organisation.

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

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

- Pope Pius XI condemned the Nazi regime in an encyclical read out in Catholic churches in Germany in 1937. It had no effect as the Nazis continued to attack the Church and arrest priests. Bishop von Galen preached sermons against Nazi policies such as euthanasia. While the Nazis were forced to abandon this policy, Galen lived under virtual house arrest
- Lutherans who disagreed with Nazism set up a 'Confessional Church' to rival the Reich Church. Pastor Martin Niemöller was sent to Dachau concentration camp for speaking publicly against the Nazis
- Some individuals hid Jews. Pastor Dietrich Bonhoeffer passed secrets to the Allies and was involved in assassination attempts on Hitler. He was arrested and executed just before the war ended in 1945

The Army

- As the war turned against the Germans, opposition to the Nazis within the ranks of the Army increased. There were ten attempts to kill Hitler by 1944
- A further assassination attempt was carried out in July 1944 by a group of military opponents led by General Ludwig Beck. In a plan called 'Operation Valkyrie', an army officer, Claus von Stauffenberg, planted a bomb which exploded during a meeting attended by Hitler in his Wolf's Lair headquarters. The plot leaders hoped to seize control of Berlin
- When the plot failed, the leaders were caught and executed, including Beck and von Stauffenberg. Many others committed suicide, including Field Marshall Rommel, one of Germany's most successful commanders

Any other valid point

[6]

6

- 4 How did the Nazis change the lives of women in Germany between 1933 and 1939?

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

No rewardable material [0]

Level 1 ([1]–[2])

Answers will be vague and generalised with little or no explanation of how the Nazis changed the lives of women 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. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[5])

Answers will be more detailed with some analysis of how the Nazis changed the lives of women 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. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([6]–[8])

Answers will be well informed and provide an accurate and well-developed explanation and analysis of how the Nazis changed the lives of women in Germany.

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

Answers may include some of the following:

- The Nazis held traditional beliefs about a woman's role as a housekeeper and mother, summed up in the phrase: Kinder, Küche, Kirche. The Nazi Women's League taught women to be good housekeepers. They were not expected to wear makeup, trousers or high heels. Slimming and smoking were discouraged
- Women in professions such as teaching and medicine were sacked or encouraged to leave their jobs within a year of the Nazis taking power. The Law to Reduce Unemployment (1933) offered loans to employed women who left work and married, with repayment of the loan reduced by a quarter when each child was born
- Large families were encouraged and Mother's Day was turned into a celebration of family life. Women with four or more children were given a 'Motherhood Cross', and had privileges such as being able to go to the front of queues and receiving increased welfare allowances
- Women with hereditary diseases could be sterilised or refused a Certificate

for Suitability for Marriage. Contraception and abortion became much harder to get. Lebensborn homes were set up for unmarried mothers where they could be impregnated by SS men

Any other valid point

[8]

8

- 5 “Nazi actions to improve the lives of workers and reduce unemployment in Germany between 1933 and 1939 were completely successful.” Do you agree? Explain your answer.

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

No rewardable material [0]

Level 1 ([1]–[4])

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

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

Level 2 ([5]–[8])

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

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

Level 3 ([9]–[12])

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

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

Level 4 ([13]–[16])

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

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

Answers may include some of the following:

- The Nazis were keen to ensure a committed workforce. Strikes became illegal and trade unions were replaced by the German Labour Front (DAF). The DAF was meant to represent workers but it tended to side with employers. Workers also found they had fewer rights, for example, they were not allowed to change jobs without permission. The Beauty of Labour (SdA) improved working conditions by providing, for example, better lighting or washing facilities
- Strength Through Joy (KDF) was established in 1933 to ensure workers were happy outside the workplace by offering incentives such as free picnics and cheap holidays. These helped to make workers feel valued. Workers were also offered the chance to purchase a Volkswagen Beetle, although not one worker received a car
- Wages remained below pre-Depression levels until 1938. However, as prices and rents were also lower, people’s spending power increased. The amount of paid holidays doubled
- As the numbers out of work had dropped to 300 000 by 1939, it would appear that Nazi policies to reduce unemployment were successful. Public works programmes and the National Labour Service (RAD) meant that jobs in construction rose from 666 000 to over 2 million between 1933 and 1936. Labour was provided for government projects such as schools and motorways. However, these workers worked a 76 hour week, lived in army-style camps and received a small amount of spending money rather than receiving wages
- Conscription also had an impact on the numbers unemployed as the size of the army grew to 1.4 million by 1939. Thousands more jobs were created in industries preparing Germany for war
- However, professional women and Jews were forced out of their jobs and were not counted on the unemployment register

Candidates can agree or disagree with the proposition. However, for a top Level 4 mark to be awarded, a fully supported judgement must be made on whether Nazi actions to improve the lives of workers and reduce unemployment were completely successful.

Any other valid point

[16]

16

Section A, Option 1

40

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

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

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

Below is a list of names linked to popular entertainment in the USA in the 1920s:

Rudolf Valentino	Bobbie Jones	Clara Bow	Babe Ruth	Fats Waller
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Match **each** name to the correct description and write your answer in the space provided. The first one has been done for you.

- | | | |
|---------------------------------------|--------------------------------|-----|
| Golf star in the 1920s | <u>Bobbie Jones</u> | |
| (a) Actress known as the “It” Girl | <u>Clara Bow</u> | [1] |
| (b) Famous baseball player | <u>Babe Ruth</u> | [1] |
| (c) Film star who died in 1926 | <u>Rudolf Valentino</u> | [1] |
| (d) Famous Jazz musician of the 1920s | <u>Fats Waller</u> | [1] |

One mark for each correct answer

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

4

7 Describe **two** actions taken by President Hoover to deal with the effects of the Great Depression between 1929 and 1933.

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

No rewardable material **[0]**

Able to identify **one** action with no description **[1]**
For example, the Hoover Dam Project created jobs.

Able to identify **one** action with limited description **[2]**
For example, Hoover set up the Farm Board in 1929 to help farmers by providing \$500 million to buy surplus crops in order to increase prices.

Able to identify **one** action with detailed description **[3]**
For example, Hoover set up the Reconstruction Finance Corporation (RFC) in 1932. This received \$1500 million from the federal government to help struggling businesses and try to stimulate economic recovery.

Apply criteria to each action

Any other valid point
(2 × [3])

[6]

6

8 Below are two reasons for the introduction of Prohibition in the USA in 1920.

Choose **one** reason and explain why it helped win support for Prohibition in the USA in 1920.

Temperance groups and religion	Medical reasons and anti-foreign feeling
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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 reason chosen or comments which could apply to either.

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

Level 2 ([3]–[4])

Answers will provide a more detailed description and offer some explanation and analysis of the reason chosen. Comments are unsupported statements about the reason chosen or comments which could apply to either.

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

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate, well-developed explanation and analysis of why the reason chosen helped win support for Prohibition in USA by 1920. Candidates demonstrate an understanding of the reason.

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

Answers may include some of the following:

Temperance groups and religion

- Before 1920 the Temperance groups gained strong support from White Anglo-Saxon Protestants (WASPs), the dominant group in the USA. Influential pressure groups, e.g. the Women’s Christian and Temperance Union, campaigned for Prohibition. These groups put pressure on politicians to vote for the introduction of prohibition
- Temperance groups such as the Anti-Saloon League tried to convince many Americans that alcohol was the main cause of absenteeism from work, was bad for family life and the cause of social problems
- Many WASPs regarded alcohol as sinful. Fundamentalist preachers, such as Billy Sunday, influenced many conservative WASPs against the use of alcohol and to support prohibition

Medical reasons and anti-foreign feeling

- Medical reports showed the negative effects of alcohol on pregnant women and as a cause of liver damage and mental illness. The American Medical Association declared its support for prohibition in 1917
- Alcohol was linked to the lifestyles of new immigrant groups. Alcohol was viewed as the main cause of violence and crime in immigrant ghettos in cities
- Anti-foreign feeling was strong in the USA in 1920. Most breweries were owned by Germans, the USA’s enemy in World War One. Banning alcohol was seen by many WASPs as a patriotic duty

Any other valid point

[6]

6

9 How did black Americans face problems in the USA in the 1920s?

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 black Americans faced problems in the USA in the 1920s.

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

Level 2 ([3]–[5])

Answers will be more detailed with some analysis of how black Americans faced problems in the USA in the 1920s. There may be omissions and lack of focus on explanation.

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

Level 3 ([6]–[8])

Answers will be well informed and provide an accurate and well-developed explanation and analysis of how black Americans faced problems in the USA in the 1920s.

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

Answers may include some of the following:

- The Jim Crow Laws enforced segregation in the southern states. Black Americans were denied equality in education, housing, access to the law and public amenities. Social customs emphasised the inferiority of black Americans in the southern states. They had to enter the house of a white person through the back door and were not addressed by their Christian names
- In 1925 the Ku Klux Klan (KKK) had over five million members and used violence and intimidation to ensure the supremacy of WASPs in the southern states. There were 281 black Americans illegally killed or lynched by the KKK in the 1920s
- Black Americans experienced problems in voting in the southern states. The Literacy Act disadvantaged black Americans and the Grandfather Clause prevented anyone whose grandfather was a slave from voting. The KKK intimidated many black Americans from voting
- Black sharecroppers and farm labourers were badly affected by the slump in agricultural prices, especially cotton, in the 1920s. In the 1920s nearly 1.5 million black Americans migrated to the industrial cities in the north, such as New York and Detroit. Most did poorly paid factory work and lived in ghettos. Racial tension and race riots occurred in some northern cities in the 1920s

Any other valid point

[8]

8

- 10 “The development of new industries and mass production was the main reason for the economic boom 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: cause and consequence.

No rewardable material [0]

Level 1 ([1]–[4])

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

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

Level 2 ([5]–[8])

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

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

Level 3 ([9]–[12])

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

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

Level 4 ([13]–[16])

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

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

Answers may include some of the following:

- A range of new industries created employment for thousands who were employed in the manufacture of cars and consumer goods such as

refrigerators, washing machines and radios. The chemical industry produced plastics, fertilisers and dyes; new machinery such as concrete mixers was developed

- Mass production techniques, mainly based on electrical power, were developed in the 1920s. Henry Ford pioneered the use of the assembly line to produce cars. Work was carefully planned which speeded up production and decreased cost. By 1929 there were 26 million cars in the USA. The car industry also created a range of new ancillary industries including tyres, glass, leather and steel, as well as road building and service stations
- Other reasons explain the economic boom in the USA in the 1920s. After World War One, the USA emerged stronger than its European competitors. The USA had a wide range of natural resources, such as iron, oil and chemicals, which made it easier for industry to expand
- The laissez-faire policies of limited interference in the economy by the Republican presidents encouraged economic growth. Low taxes encouraged business investment and consumer spending. The Fordney-McCumber Act of 1923 imposed tariffs on a range of imports to protect American industry. In the late 1920s, many Americans also speculated on stocks and shares which helped economic growth
- New mass marketing techniques encouraged people to buy mass-produced goods. Chain stores, such as Bloomingdale's in New York, stocked a wide range of consumer goods. Advertising in the cinema and on billboards encouraged demand and radio advertising used catchy tunes to persuade people to buy cars and consumer goods
- People were encouraged to buy goods on hire purchase by paying in instalments. One-third of Americans bought goods on credit from mail order companies. This encouraged more people to purchase cars, refrigerators and other consumer goods. Increased demand for office space and more people moving to cities encouraged a building boom in the 1920s

Candidates can agree or disagree with the proposition. However, for a top Level 4 mark to be awarded, a fully supported judgement must be made on whether the development of new industries and mass production were the main reasons for the economic boom in the USA in the 1920s.

Any other valid point

[16]

16

Section A, Option 2

40

Section B

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

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

1 Study Source A

Using Source A and your contextual knowledge, give **one** reason that explains why unionists opposed the Declaration of the Republic of Ireland, 1949.

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 unionists should ‘show our determination to remain part of the United Kingdom’. The unionist government used the Declaration of the Republic of Ireland, 1949 as justification for calling a general election in February 1949
- Source A states that ‘Ulster is not for sale’. Unionists rejected Dublin’s offer of guarantees to respect unionist rights if they agreed to end partition

Any other valid point

[2]

2

2 Study Source B

Using Source B and your contextual knowledge, give **two** ways that explain how the economy of the Irish Free State was affected by the Economic War.

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 ‘exports to Britain and Northern Ireland have fallen’. There was a 35% reduction in cattle exports, resulting in massive overproduction and many farmers going bankrupt
- Source B states that the government tried to ‘encourage farmers to grow other crops’. The government encouraged farmers to produce crops such as sugar beet and wheat, though this was unsuccessful

- Source B states that ‘industry is also badly affected’. There was a lack of investment in industry by the government of the Irish Free State and people continued to buy British goods

Any other valid point

[4]

4

3 Study Source C

How **useful** is **Source C** for an historian studying the reasons for Éire’s neutrality during World War II?

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

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

No rewardable material [0]

Level 1 ([1])

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

Level 2 ([2]–[3])

Answers at this level will discuss the utility of Source C in explaining the reasons for Éire’s neutrality during World War II. Candidates may point out that Source C is a primary source and discuss the value of this. They may begin to make observations on authorship, the fact that this source is the view of the Taoiseach Éamon de Valera. They may also mention the reasons why this source was produced and how this affects utility. Some contextual knowledge about the reasons for Éire’s neutrality is used to support comments on the utility of Source C.

Level 3 ([4]–[5])

Answers at this level will analyse fully the utility of Source C. Candidates will use the content of the source and their own contextual knowledge on the issue of the reasons for Éire’s neutrality during World War II. They will make a reasoned judgement as to the utility of Source C in explaining the reasons for Éire’s neutrality during World War II.

Answers may include some of the following:

- The source is useful in studying the reasons for Éire’s neutrality during World War II because it is a primary source by the Taoiseach of Éire, written in the early stages of World War II
- The source is useful because it allows the historian to see specific reasons for Éire’s neutrality, such as Éire was divided between those who wanted to ‘bring the country into the war’ and those who wanted to remain neutral; and that neutrality was the best way to ensure Éire’s independence is ‘secure’
- The source is useful as it is a public statement by the Taoiseach of Éire, which would reflect the view of the government of Éire on the reasons for its neutrality during World War II

- However, the source is not balanced because it fails to tell us the other reasons for Éire’s neutrality, such as Éire not being equipped to fight a war economically or militarily. The statement only gives one opinion on the issue which reduces its usefulness

Any other valid point

[5]

5

4 Study Source C

How **reliable** is **Source C** for an historian studying the reasons for Éire’s neutrality during World War II?

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

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

No rewardable material [0]

Level 1 ([1])

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

Level 2 ([2]–[4])

Answers will discuss the reliability of Source C. Answers may comment on the fact that this is a public statement by the Taoiseach Éamon de Valera and this can affect the reliability. Candidates may show some awareness of bias and comment on how this could affect its reliability. Some contextual knowledge about the reasons for Éire’s neutrality during World War II is used to support comments on the reliability of Source C.

Level 3 ([5]–[6])

Answers at this level will analyse fully the reliability of Source C. Candidates will use the content of the source and their contextual knowledge to make a reasoned judgement as to the reliability of Source C in explaining the reasons for Éire’s neutrality during World War II.

Answers may include some of the following:

- Date of the source: a primary source produced at the time, explaining the views of the Taoiseach Éamon de Valera about the reasons for Éire’s neutrality
- Author of the source: Taoiseach Éamon de Valera is well informed on the reasons for Éire’s neutrality as he took the decision to implement a policy of neutrality prior to war breaking out in September 1939
- Nature of the source: since it is a public statement, it may be biased. It is designed to rally support from the people of Éire for the policy of neutrality
- Motive: de Valera, as Taoiseach, is clearly trying to justify the reasons for Éire’s neutrality by highlighting that the policy was very popular amongst the people of Éire

- Candidates may judge that this source is reliable for giving the viewpoint of the government of Éire on the reasons for Éire's neutrality during World War II. However, it is one sided and omits the views of other important groups in Éire at the time

Any other valid point [6]

6

- 5 (a) Give **one** cause of the Economic War between Britain and the Irish Free State, 1932–1938.

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

Any **one** cause:

- In 1932 the Irish Free State stopped payment of land annuities, worth £5 million a year, because these payments were resented by Irish farmers who believed that the land was theirs anyway
- Britain responded to the refusal to pay the land annuities by imposing a 20% duty on Irish imports
- The Irish Free State imposed similar duties on imports from all over the United Kingdom

Any other valid point [1]

- (b) Give the name of the organisation created in 1948 to provide free health care to people in Britain and Northern Ireland.

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

National Health Service (NHS)

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

- (c) Give **one** reason why the issue of conscription caused problems in Northern Ireland.

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

Any **one** reason:

- Nationalists did not want to support Britain in the war
- The Catholic bishops and de Valera gave their support to the campaign against conscription
- Craigavon visited Chamberlain in London to urge the introduction of conscription to Northern Ireland. However, he was told that Northern Ireland would be exempt because of 'special difficulties'
- In 1941 Churchill planned to introduce conscription to Northern Ireland. This was backed by Stormont but was blocked by the British Cabinet

Any other valid point [1]

(d) Describe **one** action taken by de Valera to dismantle the Anglo-Irish Treaty.

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

No rewardable material [0]

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

For example, in 1933 the Irish Free State government passed the Removal of the Oath Act.

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

For example, in 1933 the Irish Free State government passed the Removal of the Oath Act. This removed the oath of allegiance that all members of the Dáil had to swear to the King.

Any other valid point [2]

5

6 Explain **two** of the following:

- A The reactions in the north and south of Ireland to the Government of Ireland Act, 1920
- B The effects of the Blitz on Belfast
- C The effects of World War II on the lives of people in Éire

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

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

Answers will provide more detailed, relevant information demonstrating good knowledge and understanding of the period. A developed explanation is given

demonstrating analysis of the importance of the event/issue chosen. Writing communicates ideas effectively, using a range of precisely-selected historical terms, and organises information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

The reactions in the north and south of Ireland to the Government of Ireland Act, 1920

- The majority of unionists were happy with the creation of Northern Ireland as it meant they would have a parliament, which would give them control over their own affairs and ensured they would not be subject to rule from Dublin
- Unionists held elections to the new parliament in 1921, winning 40 of the available 52 seats. Unionists now had a secure Protestant majority in the six counties and so could pass laws which suited them
- The majority of nationalists living in Northern Ireland were completely opposed to its creation and refused to recognise the new state. They believed that the provision for a Boundary Commission in the 1921 Anglo-Irish Treaty meant that partition would not last
- There were high levels of sectarian violence in the early months of Northern Ireland's existence. Nationalists in the north felt increasingly isolated
- Unionists in the south felt betrayed by both the British government and the Unionists in Ulster, as partition left them isolated in the new southern state
- Irish republicans viewed the Act as totally unacceptable. They called it the 'Partition Act'. They did contest the 1921 elections in the north and south and won a landslide victory in the south, though they boycotted the Dublin parliament and continued to meet as the Dáil

Any other valid point

The effects of the Blitz on Belfast

- In April and May 1941, the Germans carried out sustained attacks on central, north and east Belfast. These were densely-populated areas and damage was severe
- Nearly 3200 homes in Belfast were destroyed and over 50 000 were damaged. Additionally, 955 people were killed and 2400 injured during the four raids
- Large numbers of people fled from Belfast. Over 10 000 officially crossed into Éire. Thousands of other people left the city to live with family and friends in places like Bangor, Larne, Carrickfergus and Antrim
- People were so terrified of more attacks that they fled at night from Belfast to the surrounding hills
- Harland and Wolff shipyard was very badly damaged and production did not recover for six months
- In the months after the raids, Belfast's air defences were strengthened and more shelters were built

Any other valid point

The effects of World War II on the lives of people in Éire

- Éire benefited from a food surplus. However, the lack of fertilisers damaged productivity. Items such as tea and sugar had to be rationed

- German aircraft bombed Dublin on 30–31 May 1941, killing 28 people and damaging several hundred houses
- Trade with Britain declined as Britain needed all ships for the war effort
- Due to an inability to import raw materials or food, many industries closed down; unemployment rose and emigration to Britain increased
- Thousands of Éire’s citizens joined the British army and merchant navy. Over 100 000 people from Éire worked in British munitions factories
- There were no blackout regulations in Éire and social activities continued as normal

Any other valid point

[18]

Section B, Option 1

**AVAILABLE
MARKS**

18

40

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

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

7 Study Source A

Using Source A and your contextual knowledge, give **one** reason that explains why Prime Minister Brian Faulkner introduced internment in Northern Ireland in August 1971.

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 refers to ‘the increasing level of IRA violence in Northern Ireland’. The Provisional IRA emerged in the winter of 1969–1970 and by the summer of 1971 Brian Faulkner was unable to control the growth of the Provisional IRA
- Source A makes reference to ‘anger and deeper division within our people’. Faulkner was under pressure from unionists for firm action to be taken to reduce the levels of violence

Any other valid point

[2]

2

8 Study Source B

Using Source B and your contextual knowledge, give **two** reasons that explain why some people in Northern Ireland were opposed to Terence O’Neill 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:

- Source B states that ‘unionists were suspicious that I was trying to improve relations between Northern Ireland and the Republic of Ireland’. Some unionists were opposed to greater links with the Republic of Ireland and were suspicious of aspects of the Republic of Ireland’s constitution
- Source B states that ‘my actions only raised Catholic hopes’. Amongst the nationalist population O’Neill was accused of raising ‘hopes’, but delivering a

- pace of reform that was too slow for many
- Source B identifies that O'Neill's actions 'added to Protestant fears'. O'Neill faced opposition from within his party, the Official Unionist Party (OUP), during his time as Prime Minister. Many unionists were concerned due to improved links with the Republic of Ireland

Any other valid point

[4]

4

9 Study Source C

How **useful** is **Source C** for an historian studying the response of the British government to the hunger strike of 1981?

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 to the hunger strike of 1981. Candidates may point out that Source C is a primary source and discuss the value of this. They may begin to make observations on authorship, the fact that this source is a letter 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. Candidates will use the content of the source and their own contextual knowledge to make a reasoned judgement as to the utility of Source C in explaining the response to the hunger strike of 1981.

Answers may include some of the following:

- The source is useful in discussing the reaction of Margaret Thatcher, British Prime Minister at the time of the hunger strike. It is from a private letter between the British Prime Minister and the sister of one of the men on hunger strike. The author is well informed; the source offers an insight into Thatcher and her views on the hunger strikes and looks at the difficulties she faced at the time
- The source is useful because it allows the historian to see what was happening at the time. This source, taken from 1981, is useful because it is a primary source written at the height of the hunger strikes. A number of men had already died whilst on hunger strike by September 1981 and tensions

were high. The source is useful as it gives the personal view of the British Prime Minister at the time: 'I very much regret that young men have been prepared to throw away their lives'

- The source is useful because it allows the historian to see what was happening at the time. It supports the British government's public view of the hunger strikes, stating that if the government concedes on the issue of special category status 'then it would be helping those who use violence for their own political purposes'
- However, the source is focused on September 1981, when tensions over the hunger strike were high and there was international criticism directed towards the British government over their attitude towards the hunger strike. The letter is not written with the benefit of hindsight and only represents one viewpoint which reduces its usefulness

Any other valid point

[5]

5

10 Study Source C

How **reliable** is **Source C** for an historian studying the response of the British government to the hunger strike of 1981?

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 private letter and this can affect its reliability. Candidates may show some awareness of bias and comment on how this could affect its reliability. Some contextual knowledge is used to support comments on the reliability of Source C.

Level 3 ([5]–[6])

Answers at this level will analyse fully the reliability of Source C. Candidates will use the content of the source and their contextual knowledge to make a reasoned judgement as to the reliability of Source C in explaining the response to the hunger strike.

Answers may include some of the following:

- Date of the source: a primary source, which was a perspective from the time and explains the views of Margaret Thatcher about her attitude towards the aims and objectives of those on hunger strike
- Author of the source: British Prime Minister Margaret Thatcher is well-

informed, and this letter supports the British government's view of the hunger strike. Her letter, whilst emphasising regret for the deaths of those on hunger strike, supports the actions taken by the British government

- Nature of the source: since it is a private letter, it is more likely to include the honest views of Margaret Thatcher, though will contain a British government bias towards their perception of the events of 1981
- Motive: Thatcher, as British Prime Minister, is making clear the government response to the hunger strike, having previously stated that 'there can be no political justification for murder or any other crime'. She is reinforcing this view in the source by stating 'helping those who use violence for their own political purposes'
- Candidates may judge that this source is not fully reliable because it is the view of the British Prime Minister and may not be representative of all members of the British government. By September 1981, many nationalists were outraged by the views of Margaret Thatcher and the British government over their handling of the hunger strike

Any other valid point

[6]

6

- 11 (a)** Name the British Prime Minister who helped to negotiate the Good Friday Agreement in 1998.

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

Tony Blair

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

[1]

- (b)** Give **one** aim of the Provisional IRA (PIRA).

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

Any **one** aim:

- Removing 'British imperialism' from Ireland
- Defending the nationalist population
- Destroying the Stormont government

Any other valid point

[1]

- (c)** Give **one** response to the events of Bloody Sunday, 1972.

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

Any **one** response:

- There was increased hostility towards the British Army and Stormont government
- Recruitment to the Provisional IRA (PIRA) increased and there was an increase in violence across Northern Ireland

- There was continued support for the Northern Ireland government from the unionist community
- Unionists regretted the deaths, though emphasised that the civil rights march had been illegal and provocative

Any other valid point [1]

- (d) Describe **one** action taken by unionists against the power-sharing Executive in 1974.

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

No rewardable material [0]

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

For example, unionists took part in a strike organised by the Ulster Workers' Council (UWC).

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

For example, in the 1974 elections, 11 out of the 12 Northern Ireland seats were won by anti-power sharing candidates who were members of the United Ulster Unionist Council (UUUC).

Any other valid point [2]

5

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

- A O'Neill's policies and actions to improve the economy of Northern Ireland in the 1960s
- B Increasing tension and violence in Northern Ireland during the summer of 1969
- C Attempts to achieve political progress in Northern Ireland between 1993 and 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. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will include relevant information demonstrating some knowledge

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

Level 3 ([7]–[9])

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

Answers may include some of the following:

O'Neill's policies and actions to improve the economy of Northern Ireland in the 1960s

- £900 million of investment was brought to Northern Ireland and five economic zones were created to update existing industries and attract new ones
- 35 000 new jobs were created with the arrival of a number of multinational firms to Northern Ireland, such as Michelin, DuPont and Goodyear
- An economic council was established under Brian Faulkner to drive forward the modernisation of the economy
- A Ministry of Development was created to drive economic revival
- There was co-operation with the Dublin-based Irish Trades Union Congress, whose support was important for economic development
- A new city called Craigavon was established, based on the existing towns of Lurgan and Portadown
- The development of a new university in Coleraine to help develop a skilled workforce

Any other valid point

Increasing tension and violence in Northern Ireland during the summer of 1969

- In July, violence broke out in Belfast, but soon spread to Derry/Londonderry
- In Belfast, the violence mainly took the form of house burning, mostly by loyalists, forcing many to leave their homes. Seven people lost their lives, while 100 were wounded
- In Derry/Londonderry tensions were high due to the annual Apprentice Boys' parade on 12 August
- Intense violence and rioting, centred on the Bogside area, followed the march by the Apprentice Boys. In total, the rioting during the Battle of the Bogside lasted for 50 hours
- The Royal Ulster Constabulary (RUC), with only 3200 members, struggled to keep control. The Stormont government asked the British government for assistance
- During the violence the Taoiseach, Jack Lynch, issued a statement outlining his concerns and moved Irish troops and field hospitals to the border. This did little to ease tension

- Violence flared up in several provincial towns and in Belfast, where sectarian violence was intense
- In an attempt to restore law and order, the British government deployed the British army on to the streets of Northern Ireland on 14 and 15 August

Any other valid point

Attempts to achieve political progress in Northern Ireland between 1993 and 1998

- In 1993 the SDLP's John Hume was conducting secret talks with Sinn Féin's Gerry Adams in an attempt to broker a peace deal. The British government was also involved in secret talks with Republicans via an intermediary
- These developments resulted in the Downing Street Declaration of 1993 between the British and Irish governments. This stated that the people of Ireland had the right to self-determination, but Northern Ireland would stay part of the United Kingdom as long as the majority of its citizens wanted this
- The Declaration also included the principle of consent, meaning that the people of Ireland, north and south, would have the sole right to solve the issues of Ireland by mutual consent
- This document did not end the violence, but it helped to establish the foundations on which a peaceful political settlement would be built
- Paramilitary ceasefires in 1994 raised hopes of further momentum towards political progress in Northern Ireland, but these were short lived, and the Provisional IRA ceasefire ended in 1996. Attempts continued throughout the 1990s to achieve political progress through the publication of the Framework Documents and the Mitchell Commission
- On 10 April 1998 the Good Friday Agreement was signed. It ended 30 years of conflict in Northern Ireland. After weeks of negotiation, involving the British and Irish governments, representatives of many of the main political parties in Northern Ireland and supported by former US Senator, George Mitchell, an agreement was finally reached
- Key terms of the Good Friday Agreement included the creation of a new Assembly for Northern Ireland, a review of policing in Northern Ireland and the early release of paramilitary prisoners. The Republic of Ireland agreed to remove Articles 2 and 3 of its constitution
- By the end of 1998, the people of Northern Ireland had elected a new assembly which would sit at Parliament Buildings at Stormont

Any other valid point

[18]

18

Section B, Option 2

40

Total

80

Sources

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Section B, Option 2, Source B.....Transcript from "Troubles 1966-72" History is Happening

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