



Rewarding Learning

**General Certificate of Secondary Education
2023**

History

Unit 1:
Modern World Studies in Depth
and Local Study

[GHR11]

THURSDAY 18 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.

Section A

AVAILABLE MARKS

Option 1: Life in Nazi Germany

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

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

Below is a list of people linked with opposition and resistance to Nazi Germany between 1939 and 1945:

Hans and Sophie Scholl	Edelweiss Pirates	Count von Stauffenberg	Pastor Niemöller	Clemens von Galen
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Match **each** person to the correct description and write your answer in the space provided. The first one has been done for you.

- Officer in the army who attempted to kill Hitler in 1944 **Count von Stauffenberg**
- (a) Catholic bishop who spoke against the Nazis **Clemens von Galen** [1]
- (b) Group of young people from working class backgrounds who refused to join the Hitler Youth **Edelweiss Pirates** [1]
- (c) Set up the White Rose Movement **Hans and Sophie Scholl** [1]
- (d) Imprisoned in Dachau for opposition to the Nazis **Pastor Niemöller** [1]

One mark for each correct answer

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

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

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

No rewardable material [0]

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

For example, Youth Movements were created which aimed to indoctrinate the youth with National Socialist ideas.

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

For example, Youth Movements were created for boys and girls between the ages of 6 and 21 years. The Nazis saw young people as future soldiers or mothers of soldiers and wanted to instil Nazi ideas.

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

For example, Youth Movements became compulsory in 1936 when a Youth Law decreed that all children must be educated according to Nazi principles. Hitler Youth (boys aged 14–18) became popular due to its military-style activities.

Apply criteria to each way.

Any other valid point
(2 × [3])

[6]

3 Below are two actions used by Hitler and the Nazis to take control of Germany between January 1933 and August 1934.

Choose **one** action and explain how it was used by Hitler and the Nazis to take control.

Reichstag Fire	Night of the Long Knives
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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 action 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 action chosen. Candidates give an account of the action chosen and how it helped Hitler and the Nazis to take control of Germany by August 1934, but explanation 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 action chosen helped Hitler and the Nazis to take control by August 1934. Candidates demonstrate an understanding of the effects of the action.

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:**Reichstag Fire**

- On 27 February 1933 the Reichstag Fire occurred. This gave Hitler the opportunity to blame the communists because a Dutch communist Marinus van der Lubbe was found at the scene. Hitler used the fire to outmanoeuvre the communists in their election campaign and suggested to President Hindenburg that it was a communist rebellion
- Hitler used the Reichstag Fire and introduced the Law for the Protection of People and State in February 1933. This law remained in place for the duration of Nazi rule. This law gave the government the power to suspend civil rights
- Hitler and the Nazis used their emergency power to ensure success in the March elections winning 45% of the votes. This was followed with the introduction of the Enabling Law allowing the government to pass laws for four years without the Reichstag/President's approval

Night of the Long Knives

- On 30 June 1934 the Night of the Long Knives occurred. Key SA leaders including Röhm were arrested and executed. Hitler justified the actions claiming that they had prevented an SA putsch from taking place and it was necessary to protect the state. This event removed opposition within the Nazi party
- The death of Hindenburg in August 1934 removed the last obstacle to the creation of a Nazi dictatorship. A new law passed merged the roles of Chancellor and President and replaced it with the position of Führer
- The army swore an oath of personal loyalty to Hitler. Hitler and the Nazis had taken control and created a dictatorship

Any other valid point

[6]

- 4 How did the Nazis use propaganda and censorship to control the German people 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 used propaganda and censorship to control the German people between 1933 and 1939.

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

Level 2 ([3]–[5])

Answers will be more detailed with some analysis of how the Nazis used propaganda and censorship to control the German people between 1933 and 1939. There may be omissions and a lack of focus on explanation.

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

Level 3 ([6]–[8])

Answers will be well-informed and provide an accurate, well-developed explanation and analysis of how the Nazis used propaganda and censorship to control the German people between 1933 and 1939.

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

Answers may include some of the following:

- The Nazis controlled what was written in newspapers. Newspapers that opposed Hitler were shut down. Editors had to visit the Nazi News Agency where they were told what to print by the Ministry of Propaganda. By 1939 the Nazis owned 69% of all German newspapers
- The Nazis controlled all radio stations. Listening to foreign radio stations was made illegal. People were encouraged to buy cheap radios but they could only listen to local broadcasts that Hitler wanted the people to hear. By 1939 70% of German households owned a radio. Loudspeakers were put in public places and in workplaces so that everyone could hear the Nazi message wherever they went
- In the cinema, propaganda newsreels were shown before the start of films. Propaganda films were produced to inspire the people, e.g. Triumph of the Will was about the 1934 Nuremberg Rally
- Literature was controlled to ensure it reflected only Nazi thinking. It could not be published without the permission of Joseph Goebbels. In 1933 in Berlin there was the public burning of 20 000 books which did not agree with Nazi ideas

Any other valid point

[8]

- 5 “Nazi policies towards the lives of women between 1933 and 1939 were 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: consequence, change and continuity.

No rewardable material [0]

Level 1 ([1]–[4])

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

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

Level 2 ([5]–[8])

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

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

Level 3 ([9]–[12])

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

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

Level 4 ([13]–[16])

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

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

Answers may include some of the following:

- Nazi leaders believed that a woman’s role was to be at the centre of family life, to stay at home and have racially pure children, summed up as the 3Ks meaning children, church and cooking. The Nazi Women’s League was set up to encourage members to be good housekeepers

- The Law for the Encouragement of Marriage encouraged women to marry and have large families. Newly married couples were given a loan which was reduced for every Aryan child born
- Special awards were given to women who had large families. The Honour Cross was awarded each year on 12 August (Hitler's Mother's Birthday). Women also benefitted from lower taxes and increased state benefits
- Professional women in the workplace were put under pressure and encouraged to leave their jobs, e.g. 100 000 teachers and 3 000 doctors. Women could no longer be appointed to the civil service and were forbidden to be appointed as judges after 1936. However, women employed in less skilled jobs kept their jobs as there was no one to replace them
- From 1937 the drive for rearmament ensured that women were needed to work in the factories. By 1939 the German economy was prepared for war and women were needed to work and help the war effort while the men went off to fight in the war
- Some candidates may conclude that Nazi policies were successful as they were accepted and followed by the majority of women. However, birth rates did not reach the targets set and many women had to return to work when war broke out

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 policies towards women between 1933 and 1939 were successful.

Any other valid point

[16]

40

AVAILABLE
MARKS

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

**AVAILABLE
MARKS**

Answer **all** questions

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

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

Below is a list of terms linked to the experiences of black Americans in the USA in the 1920s:

Jim Crow Laws	Segregation	Ghettos	The Great Migration	Ku Klux Klan
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Match **each** term to the correct description and write your answer in the space provided. The first one has been done for you.

Movement of thousands of black Americans to the North to escape poverty

The Great Migration

(a) Restricted the rights and freedoms of black Americans

Jim Crow Laws [1]

(b) Areas of poor housing into which black Americans were crowded

Ghettos [1]

(c) Extremist group which persecuted black Americans

Ku Klux Klan [1]

(d) Separation of white Americans from black Americans

Segregation [1]

One mark for each correct answer

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

7 Describe **two** ways in which the Great Depression affected industry and the lives of workers in the USA from 1929 to 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** way with no description [1]

For example, thousands of men, women and children went hungry.

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

For example, thousands could not pay their rent or mortgages. They were evicted and many moved to shanty towns, called Hoovervilles.

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

For example, by 1932, over 100 000 businesses had collapsed and 14 million were unemployed, about 25% of the workforce. There was no unemployment benefit and, as a result, the unemployed suffered great hardship during the Great Depression.

Apply criteria to each way

Any other valid point

(2 × [3])

[6]

8 Below are two areas of popular entertainment which impacted the lives of Americans in the USA during the 1920s.

Choose **one** area and explain how this impacted the lives of Americans in the 1920s.

Jazz music	Cinema
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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 area 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 area chosen. Candidates give an account of the area chosen but how the area chosen impacted the lives of Americans in the USA during the 1920s 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 area chosen impacted the lives of Americans in the USA during the 1920s. Candidates demonstrate an understanding of the impact of the area.

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:**Jazz music**

- The 1920s is often called the 'Jazz Age'. Radio helped make jazz music very popular with many young Americans. New dances such as the Charleston and Black Bottom, based on jazz music, became popular. 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
- Many black American musicians became famous because of the popularity of jazz music. Musicians and singers such as Duke Ellington and Louis Armstrong and jazz bands such as the Hot Five made big profits from live performances and record sales
- However, some Americans criticised the new craze. Conservative groups and the churches called jazz 'the devil's music'. They believed that jazz had a negative effect on American society and encouraged a decline in morals among young people

Cinema

- For most young Americans the cinema was an exciting new leisure activity. 110 million Americans visited the cinema every week to see the silent movies
- Film stars in the 1920s had a huge impact on the attitudes and behaviour of young Americans. Millions bought magazines to read about the lives of film stars and many tried to imitate their fashion and lifestyle. Rudolf Valentino and Gloria Swanson were two of the most popular and influential stars in the 1920s
- The lives of some Americans were impacted in a different way. Older, more conservative Americans worried about the impact of cinema and movie stars on the lives of young Americans. They believed that the cinema lowered moral standards and were critical of the behaviour of stars such as Clara Bow, the 'It' girl

Any other valid point

[6]

- 9 Why did agriculture and older industries experience economic problems during the 1920s?

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

No rewardable material [0]

Level 1 ([1]–[2])

Answers will be vague and generalised with little or no explanation of why agriculture and older industries experienced economic problems during 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 why agriculture and older industries experienced economic problems during the 1920s. There may be omissions and a lack of focus on explanation.

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

Level 3 ([6]–[8])

Answers will be well-informed and provide an accurate, well-developed explanation and analysis of why agriculture and older industries experienced economic problems during 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:

- Agriculture experienced serious problems during the 1920s. During this period, the US government encouraged farmers to modernise methods by introducing machines such as tractors and combine harvesters. This resulted in overproduction which lowered prices and profits
- Government policies made this situation worse. The introduction of prohibition destroyed the brewing industry, a major market for wheat and barley. High tariffs, such as those imposed by the Fordney McCumber Laws of 1922, made it difficult for American farmers to export food to foreign markets
- The economic boom was based on new industries and new technology, producing cars and consumer goods. Therefore, traditional industries declined, especially textiles and coal mining. Oil began to replace coal as a source of power. As demand fell, overproduction resulted and prices fell
- The textiles industry also experienced decline. Competition from new materials such as rayon, added to changes in fashion, hit the cotton industry badly. Many textile mills were unable to modernise and so closed down

Any other valid point

[8]

- 10 “The lives of women improved as a result of the social and economic changes in the USA during 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. 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:

- In 1920 women were given the vote which gave them more political influence. Organisations such as the Women’s Joint Congressional Committee (WJCC) represented ten million women and lobbied for laws to protect women and children. In 1921 it secured federal funding for maternity and childcare, benefitting millions of American mothers

- Women were able to take advantage of increased opportunities in the jobs market. The number of women at work rose by 2 million by 1929, as the economic boom required workers in the new consumer industries and in the growing clerical profession
- The social lives of many young working women improved as a result of developments in entertainment in the 1920s. The cinema became a popular new way of spending leisure time. Many young girls read magazines about the lives of film stars, e.g. Clara Bow. Jazz music also became an important part of the social life of many young women. New dances like the Charleston and Black Bottom, based on jazz music, became popular. Jazz music was linked to the speakeasies and drinking alcohol and dancing became a popular part of the social lives of many young women
- Flappers were fashionable young women whose lives did improve as a result of the social and economic changes of the 1920s. They smoked, wore short skirts, held liberal attitudes to relationships and rejected the lifestyle of their mothers
- However, not all women in the USA followed or benefitted from these changes in fashion and lifestyle. Many working-class women worked long hours in factories and did not have the time to share in the new leisure pursuits of the 1920s. Most women in the Bible Belt in the southern states believed their God-given role was to be a housewife and mother
- Some candidates may conclude that the lives of many young middle-class women with jobs did improve socially and economically during the 1920s. However, for a significant minority, cultural, economic, religious and racial factors ensured that there was little change in lifestyle

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 lives of women improved as a result of the social and economic changes of the 1920s.

Any other valid point

[16]

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Section B

AVAILABLE
MARKS

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

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

1 Study Source A

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

Target AO3: Comprehension from sources.

No rewardable material **[0]**

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

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

Apply criteria for any **one** reason

Answers may include some of the following:

- Source A states that 'This Act ensures unionist control'. The majority of nationalists were opposed as they felt isolated in a Protestant-dominated Northern Ireland
- Source A states that many 'refuse to recognise the partition of Ireland'. Most nationalists felt that partition would not last and refused to give any recognition to the new state

Any other valid point [2]

2 Study Source B

Using Source B and your contextual knowledge, give **two** reasons that explain why some unionists were opposed to the introduction of the Welfare State in Northern Ireland.

Target AO3: Comprehension from sources.

No rewardable material **[0]**

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

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

Apply criteria for any **two** reasons

Answers may include some of the following:

- Source B states that the unionist government was worried that the introduction of the welfare state would mean that they are 'no longer in control of our own affairs'. Unionists feared a loss of power to the government at Westminster
- Source B states that the government of Northern Ireland would 'have to go to the Labour government to ask for extra money'. The unionist government was worried about how it was going to finance the introduction of the Welfare State in Northern Ireland

- Source B states that the unionist government believed that some doctors were opposed to the Welfare State as it would 'limit their independence'. They believed that their ability to earn money would be restricted

Any other valid point

[4]

3 Study Source C

How **useful** is **Source C** for an historian studying the different attitudes towards the introduction of conscription in Northern Ireland?

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

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

No rewardable material [0]

Level 1 ([1])

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

Level 2 ([2]–[3])

Answers at this level will discuss the utility of Source C in studying the different attitudes towards conscription in Northern Ireland. 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 government of Éire. They may also 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 studying the different attitudes towards conscription in Northern Ireland.

Answers may include some of the following:

- The source is useful in studying the attitude of Éire towards conscription in Northern Ireland because it is a primary source by the government of Éire, written in the early stages of World War II
- The source is useful because it allows the historian to see that the government of Éire believed that the introduction of conscription would worsen relations between nationalists and unionists and could lead to violence and disorder in Northern Ireland
- The source is useful as it is a letter sent to the British government and would be reflective of the attitude of the government of Éire towards the introduction of conscription
- However, the source is focused on the viewpoint of the government of Éire. The statement only gives one opinion on the issue and omits the views of the government of Northern Ireland and the British government. This may reduce the usefulness of this source

Any other valid point

[5]

4 Study Source C

How **reliable** is **Source C** for an historian studying the different attitudes towards the introduction of conscription in Northern Ireland?

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. Candidates may comment on the fact that this is a letter by the government of Éire and this can affect the reliability. Candidates may show some awareness of bias and comment on how this could affect reliability. Some contextual knowledge about the attitudes towards conscription in Northern Ireland 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 different attitudes towards conscription in Northern Ireland.

Answers may include some of the following:

- Date of the source: a primary source produced at the time, which gives a perspective from the time in explaining the attitude of the government of Éire towards the introduction of conscription in Northern Ireland
- Author of the source: the government of Éire, which is well-informed on why conscription should not be introduced into Northern Ireland
- Nature of the source: a letter, which would be more open and honest in explaining the viewpoint of the government of Éire
- Motive: The government of Éire is clearly trying to appeal to the British government not to introduce conscription by providing detail on the close links they have with the people of Northern Ireland and the consequences if conscription is introduced
- Candidates may judge that this source is reliable for giving the viewpoint of the government of Éire on the conscription issue. However, it is one sided and omits the views of important groups in Northern Ireland and Britain at the time

Any other valid point

[6]

AVAILABLE
MARKS

- 5 (a) Name the British Prime Minister who signed the Ireland Act, 1949.

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

Clement Attlee

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

- (b) Give **one** term of the Irish Constitution, 1937.

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

Any **one** term:

- The new name of the state was Éire
- The title of the head of government would be Taoiseach
- A President, elected every seven years, replaced the monarch as the Head of State

Any other valid point [1]

- (c) Give **one** way in which Northern Ireland's industry contributed during World War II.

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

Any **one** contribution:

- Shipyards produced 140 warships, with 123 merchant ships launched in Belfast
- 1200 Stirling bombers and 125 Sunderland flying boats were made by Shorts and Harland
- Linen was used to manufacture 2 million parachutes in Northern Ireland
- Other industries produced bayonets, shells, camouflage, cargo nets and rope

Any other valid point [1]

- (d) Describe **one** reason why some nationalists in Northern Ireland were unhappy with the Declaration of the Republic of Ireland, 1949.

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]**

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

For example, some nationalists in Northern Ireland were unhappy as they felt they had been abandoned by the Dublin Government

Able to identify **one** reason with detailed description [2]
For example, some nationalists in Northern Ireland were unhappy as they felt they had been abandoned by the Dublin Government. They continued to call the Republic the Irish Free State and believed that the former term should only apply to a 32 county Irish Republic.

Any other valid point [2]

6 Explain **two** of the following:

- A The effects of the Economic War on the Irish Free State and Britain, 1932–1938
- B The terms of the Anglo-Irish Agreements, 1938, and their impact on relations between Britain, Northern Ireland and Éire
- C Éire's policy of benevolent neutrality during World War II

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

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

Level 1 ([1]–[3])

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

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

Level 2 ([4]–[6])

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

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

Level 3 ([7]–[9])

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

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

Answers may include some of the following:

AVAILABLE
MARKS

The effects of the Economic War on the Irish Free State and Britain, 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 effects of the Economic War were not as severe in Britain. There was a shortage of imported Irish beef and dairy products, and unemployment did increase
- Britain's share of the Free State market fell by around 20%

Any other valid point

The terms of the Anglo-Irish Agreements, 1938, and their impact on relations between Britain, Northern Ireland and Éire

- The Economic War between Britain and Éire would come to an end but this did not apply to cross border trade, which was subject to a long-running boycott
- There was a removal of the special tariffs which had been imposed on Irish and British goods
- Éire would pay Britain a lump sum of £10 million in settlement for all claims for land annuities – these were worth an estimated £78 million
- Britain would return all three Treaty Ports. The return of the Treaty Ports reinforced Éire's independence
- However, some groups in Britain and Northern Ireland criticised this. Unionists believed that it would weaken British security and some British politicians were worried that Éire might not let them use the ports in a future war
- The 1938 Agreements were very much in Éire's favour because Chamberlain was trying not to antagonise de Valera with the prospect of war with Hitler looming

Any other valid point

Éire's policy of benevolent neutrality during World War II

- Officially Éire was neutral during World War II. However, de Valera did co-operate with Britain unofficially and secretly in a number of important ways. This was known as 'benevolent' neutrality
- Éire allowed British airmen who crashed on its territory to return home, but German pilots were interned
- The RAF was allowed to fly over the Donegal Air Corridor in order to patrol the Western Approaches during the Battle of the Atlantic, saving British planes a major detour
- During the Belfast Blitz, de Valera sent 13 fire engines to help. Relief centres were set up close to the border. Officials from both governments met to discuss how to handle the refugee problem

- In the final months of the war, de Valera allowed the RAF to establish a number of secret radar bases in Éire
- However, on occasion, de Valera tried to ensure that the policy of neutrality was being strictly followed. He protested at the arrival of US troops in 1942 and in April 1945 he visited the German ambassador to express his sympathies over Hitler's death

Any other valid point

[18]

AVAILABLE
MARKS

40

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

AVAILABLE
MARKS

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

7 Study Source A

Using Source A and your contextual knowledge, give **one** reason that explains why British troops were sent to Northern Ireland in August 1969.

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 troops were sent to ‘restore law and order after three days of rioting’. Violence between nationalists and the police began following an Apprentice Boys parade in Derry/Londonderry on 12 August 1969 in what became known as the Battle of the Bogside
- Source A states that troops replaced ‘exhausted police officers’. Intense violence had continued in the Bogside area of Derry/Londonderry for 50 hours leaving an over-stretched RUC unable to restore peace

Any other valid point

[2]

8 Study Source B

Using Source B and your contextual knowledge, give **two** reasons that explain why some unionists opposed the Sunningdale Agreement, 1973.

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 the Sunningdale Agreement was ‘a betrayal of unionism’. Some unionists did not believe power should be shared with those disloyal to the union
- Source B states that ‘this agreement brings us closer to a united Ireland’. There was now a formal recognition of an “Irish dimension” which some unionists believed threatened the sovereignty of the province
- Source B states that the agreement ‘will lead to civil war’. After the agreement was signed, the Ulster Army Council was formed by loyalist paramilitaries and a series of bombs were set off in London by the IRA, suggesting there was potential for violence between those who opposed the plans

Any other valid point

[4]

9 Study Source C

AVAILABLE
MARKS

How **useful** is **Source C** for an historian studying the reactions to Bloody Sunday, 1972?

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

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

No rewardable material [0]

Level 1 ([1])

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

Level 2 ([2]–[3])

Answers at this level will discuss the utility of Source C in studying the reactions to Bloody Sunday. 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, for example, the fact that this source is the view of Jack Lynch, Taoiseach of the Republic of Ireland. They may also 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 studying the reactions to Bloody Sunday.

Answers may include some of the following:

- The source is useful as it tells us that the reaction of the government of the Republic of Ireland to Bloody Sunday was one of 'shock and horror'. Thirteen people had been killed during a civil rights march in Derry/Londonderry on 30 January 1972 and many more were wounded
- The source is useful because it shows that the Irish government believed that British soldiers 'recklessly fired on and shot innocent people' and that this would increase 'resentment and anger caused by British policies'. Lynch does not accept that the British army had any reason to start shooting
- The source is useful as it is a statement by Jack Lynch, the Taoiseach of the Republic of Ireland, and therefore would be well-informed and an insight into the views of the Irish government. As the statement is a primary source from the day after Bloody Sunday, it shows the historian a reaction from the time
- The source is limited as it does not provide the viewpoints of the British government or unionists in Northern Ireland. This may reduce the usefulness of the source

Any other valid point

[5]

10 Study Source C

How **reliable** is **Source C** for an historian studying the reactions to Bloody Sunday, 1972?

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. Candidates may comment on the fact that this is a public statement by Jack Lynch, Taoiseach of the Republic of Ireland and this can affect reliability. Candidates may show some awareness of bias and comment on how this can affect reliability. Some contextual knowledge about reactions to Bloody Sunday 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 reactions to Bloody Sunday, 1972.

Answers may include some of the following:

- Date of the source: a primary source from 31 January 1972, one day after Bloody Sunday. It provides the reaction of the Irish government at the time to the events in Derry/Londonderry, which was ‘shock and horror’
- Author of the source: the author is Jack Lynch who, as Taoiseach of the Republic of Ireland, would be well-informed about events. The source gives an insight into the reactions of the Irish government to Bloody Sunday
- Nature of the source: it is a public statement and an indication of the strength of feeling which the Irish government wishes to openly convey
- Motive: an historian would have to be aware of bias. The author would be sympathetic to the nationalist community in Northern Ireland and oppose many of the British government’s actions in the province
- Candidates may judge that this source is reliable for giving the reactions of the Irish government to Bloody Sunday. However, the source provides only one perspective of Bloody Sunday and omits other viewpoints

Any other valid point

[6]

11 (a) Name the leader of the Democratic Unionist Party (DUP) in the 1980s.

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

Ian Paisley

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

(b) Give **one** term of the Downing Street Declaration, 1969.

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

Any **one** term:

- Equality of treatment in Northern Ireland
- Freedom from discrimination in Northern Ireland
- Northern Ireland would not cease to be part of the United Kingdom without the consent of the people of Northern Ireland

Any other valid point [1]

(c) Give **one** action taken by Prime Minister Terence O'Neill to improve the economy in Northern Ireland in the 1960s.

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

Any **one** action:

- £900 million investment
- Modernisation of road and railway network
- Establishment of a new city called Craigavon
- Development of a new university in Coleraine

Any other valid point [1]

(d) Describe **one** effect of the Ulster Workers' Council (UWC) strike, 1974.

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]**

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

For example, the UWC set up many roadblocks which brought much of Northern Ireland to a standstill.

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

For example, closure of many industries, electricity blackouts, fuel shortages and roadblocks brought much of Northern Ireland to a standstill. Brian Faulkner and unionist members of the executive resigned, thus bringing down the power-sharing Executive.

Any other valid point [2]

12 Explain **two** of the following:

- A The re-emergence of paramilitary organisations by 1972
- B The different reactions to the hunger strike, 1981
- C Responses in Northern Ireland to the Downing Street Declaration, 1993

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 re-emergence of paramilitary organisations by 1972

- Sectarian violence in Belfast led many nationalists to believe that the IRA was doing nothing to protect them from attacks by loyalists and the RUC
- Slogans appeared in nationalist areas claiming that “IRA = I Ran Away”
- At the end of 1969 a split within the IRA occurred and the Provisional IRA (PIRA) emerged. It claimed the role of defender of the nationalist community
- The PIRA set out their aims in April 1970. These included civil rights, the withdrawal of British troops from Ireland and the destruction of the Stormont government

- Loyalist paramilitaries wanted a return to the old days of unionist domination. The Ulster Volunteer Force (UVF) re-emerged in the mid-1960s. Its membership increased due to NICRA's campaign and what was seen as O'Neill's concessions to nationalists. It opposed the actions of republican paramilitaries
- In September 1971 the Ulster Defence Association (UDA) was formed to fill a gap in the defences of the loyalist community. It viewed itself as a defensive group that would protect Protestant areas and resist republican aggression. With over 30 000 members, it was considered too big to ban

Any other valid point

The different reactions to the hunger strike, 1981

- Some sympathy existed for the hunger strikers within the nationalist community. Bobby Sands was elected to Westminster as an anti-H-block candidate on the fortieth day of his hunger strike. When Sands died on 5 May 1981, over 100 000 mourners attended his funeral
- Nationalist protests in favour of special category status continued until concessions by the British government in October 1981 allowed prisoners to wear their own clothes and freely associate
- The British government refused to make concessions during the hunger strike but the Secretary of State announced reforms within a week of the hunger strike's ending
- The British government's approach led to increased nationalist alienation from the state. There was also increased support for republicans demonstrated by the election of Gerry Adams to Westminster in 1983
- Most unionists had little sympathy for the hunger strikers. They viewed them as murderers and criminals and they were against any form of concessions. They saw the large turnout at the strikers' funerals as evidence of widespread nationalist support for republicanism
- The electoral success of Bobby Sands, and then Owen Carron in the by-election held after Sands' death, showed the republican movement the value of involvement in the political process. This policy was then officially adopted by Sinn Féin

Any other valid point

Responses in Northern Ireland to the Downing Street Declaration, 1993

- Unionist response to the Downing Street Declaration was mixed. The Ulster Unionist Party (UUP) was reassured by the British government's statement that it would not persuade unionists to accept a united Ireland. London also reaffirmed that they still held sole sovereignty over Northern Ireland. However, the UUP objected to what they termed the Declaration's 'green tinge'
- The Democratic Unionist Party (DUP) opposed the Declaration claiming that it was yet another step towards a united Ireland
- Unionists generally were suspicious of the Irish government's intention to change its constitution. There was also a belief that if the Republic of Ireland was satisfied with the Declaration, it would be an indication that its constitutional claim over Northern Ireland had been achieved
- Nationalists reacted positively. John Hume had engaged with republicans in the build up to the Declaration
- Republicans supported Britain's acknowledgement of the concept of self-determination but Sinn Féin argued that the document's language gave unionists a veto

- However, the Irish government persuaded the Provisional Irish Republican Army (PIRA) to accept that the document could be a basis for a ceasefire

Any other valid point

[18]

**AVAILABLE
MARKS**

40