



Rewarding Learning

**General Certificate of Secondary Education
2024**

History

Unit 1:
Modern World Studies in Depth
and Local Study

[GHR11]

WEDNESDAY 15 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

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 terms linked to the lives of workers in Germany between 1933 and 1939:

Beauty of Labour (SdA)	Rearmament	German Labour Front (DAF)	Autarky	National Labour Service (RAD)
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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.

- | | | |
|---|---|-----|
| Replaced trade unions and controlled workers | <u>German Labour Front (DAF)</u> | |
| (a) Provided employment for workers by making weapons | <u>Rearmament</u> | [1] |
| (b) Public work schemes for young men | <u>National Labour Service (RAD)</u> | [1] |
| (c) Improved working conditions in factories | <u>Beauty of Labour (SdA)</u> | [1] |
| (d) Tried to make Germany's economy self-sufficient | <u>Autarky</u> | [1] |

One mark for each correct answer

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

2 Describe **two** ways in which Hitler and the Nazis increased their control over Germany in 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, they called for new elections in March 1933.

Able to identify **one** way with limited description [2]
For example, the Nazis had successfully increased their seats in the Reichstag election of March 1933 having more than any other party (288 seats).

Able to identify **one** way with detailed description [3]
For example, the Nazis introduced the Enabling Act in March 1933. This Act amended the constitution to allow the government to introduce new laws without the approval of the Reichstag for a period of four years.

Apply criteria to each way.

Any other valid point
(2 × [3]) [6]

3 Below are two ways in which the Jews in Germany were persecuted by the Nazis between 1933 and 1939.

Choose **one** way and explain the impact it had on the lives of Jews in Germany.

Nazi policies towards the Jews, 1933–1935	Kristallnacht, 1938 (Night of Broken Glass)
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Target AO1 and AO2: demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: consequence.

No rewardable material [0]

Level 1 ([1]–[2])

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

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and organisation. 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 way chosen. Candidates give an account of the way chosen but do not develop it to explain its impact on the lives of Jews in Germany.

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 way chosen impacted the lives of Jews in Germany. Candidates demonstrate an understanding of the effects of the way.

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

Answers may include some of the following:**Nazi policies towards the Jews, 1933–1935**

- In 1933, there was a one-day boycott of Jewish shops. Jews were banned from government jobs, key media jobs and from owning land
- In 1935, Jews were banned from serving in the army and in many towns and villages signs were put up in public places, parks, swimming pools and cafes, “Jews not wanted here”
- The Nuremberg Laws were introduced in 1935. The Reich Citizenship Law deprived Jews of political and economic rights and they were made subjects of the state. The Law for the Protection of German Blood and German Honour made it illegal for Jews and Aryans to marry or engage in sexual relations outside marriage

Kristallnacht, 1938 (Night of Broken Glass)

- The murder of a Nazi diplomat by a Jew in Paris on 8 November 1938 led to an outbreak of anti-Jewish persecution which became known as Kristallnacht
- More than 400 synagogues, 7 500 shops and many homes were destroyed. Ninety-one Jews were killed. In the months that followed, many Jews were sent to concentration camps. The Jews were fined 1 billion marks for the damage caused and they were also made to clean up the streets
- Following Kristallnacht, remaining Jewish businesses were closed down or confiscated to prevent them from having any influence on German society. Before war broke out, many Jews were encouraged to emigrate

Any other valid point

[6]

- 4 How did the churches and the army oppose Hitler and the Nazis in Germany between 1939 and 1945?

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 churches and the army in Germany opposed Hitler and the Nazis between 1939 and 1945.

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 churches and the army in Germany opposed Hitler and the Nazis between 1939 and 1945. 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 churches and the army in Germany opposed Hitler and the Nazis between 1939 and 1945.

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:

- Some members of the army opposed Hitler during the years at war. In 1943 the war was going badly for Germany, particularly in the East against the USSR. As a result, opposition to Hitler grew within the ranks of the army in 1943. There were seven attempts planned to kill Hitler and three in 1944, all of which failed
- In 1944 Operation Valkyrie was planned to kill Hitler but Hitler survived the bomb plot and sustained only minor injuries. Following this failed assassination all members of the army had again to swear an Oath of Loyalty to Hitler as Führer
- Some religious church leaders publicly opposed the Nazi regime. Lutheran pastors, Dietrich Bonhoeffer, and Martin Niemöller opposed the National Reich Church and set up the Confessional Church. Bonhoeffer was politically involved and participated in anti-Nazi activities by passing secrets to the Allies and was also part of the assassination attempts on Hitler's life in 1943 and 1944
- Catholic priests opposed Hitler, Bishop von Galen spoke out against the Nazi use of euthanasia, forced sterilisation, concentration camps and Gestapo activities

Any other valid point

[8]

- 5 “Nazi actions to control young people in Germany 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 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 saw young people as future soldiers or mothers of soldiers and wanted to instil Nazi ideas. The Nazi Party created youth movements for boys and girls between the ages of 6 and 21 years. Most young people

enjoyed their time in the youth movements and by 1938 they had a membership of 7 million

- The Hitler Youth was an organisation which aimed to instil racism and develop physical fitness for boys. It became compulsory in 1936 when a Youth Law decreed that all children must be educated according to Nazi principles. Military-style activities made the Hitler Youth popular. In 1939, when war broke out, Hitler Youth turned into the 'Home Guard' force which manned searchlights and anti-aircraft guns
- The League of German Maidens (BDM) was an organisation to teach girls to be good mothers and keep them fit for childbirth. They learned to cook and clean, complete physical exercise and were taught to put others and the nation first
- The Nazis successfully indoctrinated young people in their Nazi ideas through education. Subjects reflected Nazi ideas and new subjects were introduced to the curriculum. Teachers were forced to join the National Socialist Teachers' League and by 1939, 97% of teachers were members. Jewish and anti-Nazi teachers were sacked. Order Castles and Adolf Hitler Schools were established for the most talented students to train as future leaders and SS members
- While many young people did conform, others did not. As many as 1 million young people avoided the Nazi youth movements with some showing their opposition by establishing and joining rival groups, for example, Swing Youth and Edelweiss Pirates
- The Nazi policies towards the lives of youth had mixed results. Many young people accepted them and would have been influenced by them in school and during their free time. Most young people did not actively oppose the government or get involved in politics

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 towards the lives of young people between 1933 and 1939 were successful.

Any other valid point

[16]

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

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 President Hoover and the Great Depression in the USA from 1929 to 1933:

Federal Farm Board	Rugged Individualism	President's Organisation for Unemployment Relief (POUR)	Laissez-Faire	Reconstruction Finance Corporation
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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.

Offered \$2 billion in loans to struggling banks and businesses

Reconstruction Finance Corporation

(a) Belief that the economy should be left alone

Laissez-Faire [1]

(b) Advised charities how to help the unemployed and encouraged fundraising

President's Organisation for Unemployment Relief (POUR) [1]

(c) Americans overcoming problems by their own hard work

Rugged Individualism [1]

(d) Set up to support farm prices by buying surplus crops

Federal Farm Board [1]

One mark for each correct answer

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

7 Describe **two** effects of the Wall Street Crash, October 1929.

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

No rewardable material [0]

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

For example, speculators and shareholders were ruined.

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

For example, shareholders were unable to repay the loans used to buy shares. As a result, many banks went bankrupt.

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

For example, the American economy was badly affected by the Crash. Sales of consumer goods declined dramatically. Sales of new cars fell by 75% between 1929 and 1933. Department store sales fell by 50% in the same period.

Apply criteria to each effect

Any other valid point

(2 × [3])

[6]

8 Below are two features of the economic boom in the USA during the 1920s.

Choose **one** feature and explain its impact on the lives of people living in the USA during the 1920s.

Consumer goods	The automobile
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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 feature 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 impact of the feature chosen. Comments give an account of the feature chosen but do not develop to explain its impact on the lives of people living in the USA during the 1920s.

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 feature chosen impacted the lives of people living in the USA during the 1920s. Candidates demonstrate an understanding of the impact of the feature.

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:

Consumer goods

- Many Americans were able to afford to buy some of the huge range of consumer goods produced during the 1920s, for example, washing machines, hoovers and fridges
- These goods helped to improve the lives of American housewives. In 1900, the average American housewife spent 60 hours a week on laundry and cleaning. By 1925, this had fallen to 45 hours a week
- Other goods such as radios and telephones were also popular. The number of radios rose from 60 000 to 10 million. This gave Americans access to music and sports programmes, improving the quality of life for millions

The automobile

- The automobile industry boomed during the 1920s. The number of automobiles on American roads rose from 8 million to 23 million. Prices fell and millions of Americans were able to buy an automobile
- As a result, middle-class Americans could now live in the suburbs and travel into town to work. Their leisure time also improved as they were able to take trips to the countryside or to the beach
- Motels, fast-food restaurants and drive-in movie theatres were also built. This gave Americans a much greater range of leisure activities and so improved their quality of life

Any other valid point

[6]

9 How did Native Americans experience problems in the USA by 1933?

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 Native Americans experienced problems in the USA by 1933.

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 Native Americans experienced problems in the USA by 1933. 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 Native Americans experienced problems in the USA by 1933.

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:

- Native Americans were expected to live on reservations where they were not able to follow their traditional way of life. The reservations were divided into allotments on which Native Americans were expected to settle down and live like white American farmers
- Native Americans did not have the same rights as other American citizens. They also experienced poor health, malnutrition and an infant mortality rate almost three times that of white Americans
- Native Americans were encouraged to abandon their native culture, language and beliefs so that they would become 'true Americans'. This policy was called 'assimilation'
- Many young Native Americans were sent off the reservations to be educated in boarding schools. In 1920, nearly 11 000 were in these schools, where they experienced strict rules and harsh punishments. They were forbidden to speak their own language, wear their own clothes and were forced to attend Christian church services. They were given European clothes and haircuts and English-sounding names

Any other valid point

[8]

- 10 “Prohibition had very little support from Americans and so was bound to fail.”
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:

- Many Americans did support Prohibition in the 1920s, mainly WASPs, the conservative middle-class and rural workers in the southern states. Support for Prohibition was led by clergy such as Billy Sunday who regarded alcohol

as sinful. Alcohol was seen as harmful to family life. It increased crime and had negative effects on mental and physical health. Influential pressure groups, e.g. the Anti-Saloon League used marches and printed thousands of posters and pamphlets in support of Prohibition

- Support for Prohibition was linked to anti-foreign feeling which was strong in the USA in the 1920s. Most breweries were owned by Germans, the USA's enemy in World War One. Alcohol was linked to the lifestyle of new immigrant groups and, therefore, banning alcohol was seen by many WASPs as patriotic and they fully supported the policy
- However, while Prohibition did have strong support from particular groups, it did not have support from most Americans. Many Americans resented the loss of freedom of choice to drink alcohol. In the 1920s, immigrants, young people, city dwellers and those involved in the alcohol industry opposed Prohibition and broke the law. This was a major cause of its failure
- Prohibition also failed due to problems enforcing Prohibition. The government employed only 2300 prohibition agents who were badly paid and one in twelve was sacked for accepting bribes. Others were killed by gangsters
- Many showed their opposition to Prohibition by defying the law. Some had stills in their homes to make illegal alcohol called moonshine. In 1930, over 280 000 illegal stills were seized. Saloons were replaced by over 250 000 illegal bars called speakeasies
- Candidates may argue that while it is not true that Prohibition had no support, too many Americans were opposed to the policy and were prepared to defy the law. They may conclude that, as a result, it probably was bound to fail

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 there was no support for Prohibition in the USA in the 1920s and whether it was bound to fail.

Any other valid point

[16]

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Section B

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

The detail given in the mark scheme is for **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** effect of the 1937 Irish Constitution on relations between Northern Ireland and Éire.

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** effect

Answers may include some of the following:

- Source A states that the constitution strengthens 'our determination to resist Éire's claim to Northern Ireland'. Unionists condemned Éire's territorial claim over Northern Ireland
- Source A states that the constitution will make the 'link between Britain and Northern Ireland stronger'. Unionists called a snap election, with the result being an increased unionist majority at Stormont

Any other valid point

[2]

2 Study Source B

Using Source B and your contextual knowledge, give **two** effects of the Blitz on Belfast and its people.

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** effects

Answers may include some of the following:

- Source B states that 'many houses were completely destroyed, while many more were damaged so badly that they could no longer be lived in'. 3200 homes were destroyed and over 50 000 were damaged
- Source B states that 'there was huge damage done to industry'. There was extensive damage to Belfast's industrial infrastructure and it took six months for production to recover

- Source B states that people ‘went from their homes into the surrounding hills and other parts of the country’. Large numbers of people fled from Belfast, with thousands going to live with family or friends. Some crossed the border into Éire

Any other valid point

[4]

3 Study Source C

How **useful** is **Source C** for an historian studying the different reactions towards the Anglo-Irish Treaty, 1921?

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 reactions towards the Anglo-Irish Treaty. 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 de Valera. 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. They will make a reasoned judgement as to the utility of Source C in studying the different reactions towards the Anglo-Irish Treaty.

Answers may include some of the following:

- The source is useful in studying the different reactions towards the Anglo-Irish Treaty as it is a primary source by de Valera, written after the Treaty had been signed by the British and Irish governments
- The source is useful because it allows the historian to see that some republicans were unhappy with the Treaty. They believed that it did not give them an Irish ‘Republic’ and that it meant they had to ‘take an oath to the British king’
- The source is useful as it is the speech made in the Dáil by de Valera, which would reflect the view of many Irish people who were opposed to the Treaty
- However, the source is not balanced because it fails to give us the view of other republicans who were in favour of the Treaty. The speech only gives

one opinion on the Treaty, which reduces its usefulness

Any other valid point [5]

4 Study Source C

How **reliable** is **Source C** for an historian studying the different reactions towards the Anglo-Irish Treaty, 1921?

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 speech by 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 reactions towards the Anglo-Irish Treaty 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 reactions towards the Anglo-Irish Treaty.

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 different reactions to the Anglo-Irish Treaty
- Author of the source: de Valera, who is well-informed on the negative reaction that there was from many republicans to the Treaty after it had been signed
- Nature of the source: a speech, it may be biased. It is designed to show that there is significant opposition to the Treaty
- Motive: de Valera is trying to justify opposition to the Treaty by highlighting that it has a number of shortcomings
- Candidates may judge that this source is reliable for giving the viewpoint of republicans that opposed the Treaty. However, it is one-sided and omits the views of other important groups at that time

Any other valid point [6]

- 5 (a) Name the head of the Irish Catholic Church who spoke out against conscription.

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

Cardinal Joseph MacRory

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

- (b) Give **one** term of the Anglo-Irish Agreements of 1938.

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

Any **one** term:

- Éire agreed to pay Britain £10 million as a final settlement of the annuities issue
- All duties imposed by both countries during the Economic War were removed
- The three Treaty Ports were given back to Éire

Any other valid point [1]

- (c) Give **one** consequence of the introduction of the Welfare State in Northern Ireland.

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

Any **one** consequence:

- The Welfare State meant that Northern Ireland enjoyed the same health benefits as the rest of the United Kingdom
- Health standards improved
- People were now able to receive free prescriptions and dental care
- Family allowances and health insurance schemes were introduced; unemployment benefit was introduced

Any other valid point [1]

- (d) Describe **one** effect of World War II on the lives of the 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: consequence.

No rewardable material **[0]**

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

For example, many industries closed down and unemployment rose.

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

For example, many industries closed down due to an inability to import raw materials or food, unemployment rose and emigration to Britain increased.

Any other valid point [2]

6 Explain **two** of the following:

- A De Valera's actions to dismantle the Anglo-Irish Treaty by 1937
- B The role played by Northern Ireland's industry and agriculture during World War II
- C Effects of the Declaration of the Republic of Ireland, 1949, on relationships between Britain, Northern Ireland and the Republic of Ireland

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:

De Valera's actions to dismantle the Anglo-Irish Treaty by 1937

- In 1933 the Removal of the Oath Act was passed, which abolished the Oath of Allegiance that all members of the Dáil had to take to the King
- The powers of the Governor General were reduced in 1933; he never lived in the Governor General's official residence and he undertook no public duties. The position was abolished in 1936
- The External Relations Act of 1936 removed the King's official role within the Irish Free State, even though in legal terms the Irish Free State remained part of the Commonwealth
- Irish people could no longer use the Privy Council to appeal decisions made by Irish courts. The British government challenged these actions but the Privy Council itself said that the Statute of Westminster gave de Valera the power to introduce the changes he was making
- The Constitution of 1937 stated that the leader of the Dáil was the Taoiseach (Prime Minister). A President, elected every 7 years, replaced the monarch as Head of State
- Article II of the Constitution claimed that Dublin had the right to rule over the whole island

Any other valid point

The role played by Northern Ireland's industry and agriculture during World War II

- More land was used to grow crops and tillage doubled between 1939 and 1945. The number of allotments increased fourfold, which became known as the 'Dig for Victory'
- Northern Ireland exported £3 million worth of sheep and cattle each year. 100 000 litres of milk a day were exported to Scotland during most of the war
- Northern Ireland supplied 20% of the UK requirements for eggs
- Shipyards produced 140 warships, with 123 merchant ships launched in Belfast. 1500 Stirling bombers and 125 Sunderland flying boats were made by Short and Harland
- Linen was used to manufacture 2 million parachutes in Northern Ireland. 90% of the shirt requirement for British forces came from Northern Ireland
- Other industries produced bayonets, shells, camouflage, cargo nets and rope

Any other valid point

Effects of the Declaration of the Republic of Ireland, 1949, on relationships between Britain, Northern Ireland and the Republic of Ireland

- Britain did not react in any hostile way to the Declaration of the Republic. Britain regarded the Republic of Ireland as a neighbour with whom it enjoyed a special relationship
- As a result there were few changes, for example workers in Ireland and Britain would not need work permits and passports were not needed for travel between Ireland and Britain. Voting rights were granted in each other's elections
- Britain responded with the Ireland Act which recognised the Republic of Ireland and defined the principles which would affect relations between the

two countries

- Unionists were very concerned at the Declaration of the Republic and rejected any attempts by the government of the Republic of Ireland to guarantee their rights if they agreed to end partition
- A general election was called in Northern Ireland to strengthen support for the Union. Brooke used the election result as justification for demanding a British guarantee of Northern Ireland's future within the United Kingdom
- Northern nationalists hoped that the constitutional changes of 1949 would bring about Irish unity but were disappointed when their request to have representation in the Dáil was refused

Any other valid point

[18]

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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 some of Terence O'Neill's actions to improve the economy of Northern Ireland were successful.

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 “our policies have encouraged new industries to open”. A number of multinational firms such as Michelin and DuPont opened factories in Northern Ireland creating new jobs
- Source A states that “we see new roads, motorways and more modern transport links.” The infrastructure of Northern Ireland was improved by, for example, the building of the M1 motorway and a new airport

Any other valid point [2]

8 Study Source B

Using Source B and your contextual knowledge, give **two** reasons that explain why the Northern Ireland Civil Rights Association (NICRA) was formed.

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 “NICRA has been formed to gain civil rights such as equal treatment in the allocation of housing”. Many unionist councils prioritised Protestants when allocating council houses
- Source B states that another demand was “the introduction of one man, one vote”. This would allow all people over 18 years old to vote and end the right of business owners to cast extra votes
- Source B states that NICRA also called for “an end to the fixing of electoral boundaries”. The practice of gerrymandering allowed the election of unionist-controlled councils, even in areas with Catholic majorities

Any other valid point [4]

9 Study Source C

How **useful** is **Source C** for an historian studying the reasons for the introduction of Direct Rule in Northern Ireland, 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 reasons for the introduction of Direct Rule. 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 Brian Faulkner, Prime Minister of Northern 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 reasons for the introduction of Direct Rule.

Answers may include some of the following:

- The source is useful as it tells us the reaction of the Prime Minister of Northern Ireland to the introduction of Direct Rule. Brian Faulkner claims that the British government's demand for control of law and order "will mean the loss of powers which Stormont has used for over fifty years". The British government had decided to transfer responsibility for security to Westminster against the wishes of Brian Faulkner
- The source is useful because it shows that Brian Faulkner and the Northern Ireland government had "decided to resign". The entire government of Northern Ireland resigned, unable to accept the loss of control over security policy
- The source is useful as it is a statement by Brian Faulkner, the Prime Minister of Northern Ireland, and therefore would be well-informed and an insight into the views of the Stormont government. As the statement is a primary source, it shows the historian a reason from the time
- The source is limited as it shows only the viewpoint of the Northern Ireland government. 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 reasons for the introduction of Direct Rule in Northern Ireland, 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 speech by Brian Faulkner, Prime Minister of Northern Ireland and this can affect its reliability. Candidates may show some awareness of bias and comment on how this can affect reliability. Some contextual knowledge about reasons for the introduction of Direct Rule 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 the introduction of Direct Rule in Northern Ireland, 1972.

Answers may include some of the following:

- Date of the source: a primary source from 24 March 1972. It provides the reaction of the Stormont government to the “loss of powers” which was to “resign from government”. As a result, Direct Rule was introduced
- Author of the source: the author is Brian Faulkner who, as Prime Minister of Northern Ireland, would be well-informed about events. The source gives an insight into the reactions of the government of Northern Ireland
- Nature of the source: it is a speech and an indication of the strength of feeling which the Northern Irish government wishes to openly convey and the action they are prepared to take
- Motive: an historian would have to be aware of bias. The author is a unionist politician who opposes the actions of the British government
- Candidates may judge that this source is reliable for giving some of the reasons for the introduction of Direct Rule. However, the source provides only one perspective and omits other reasons

Any other valid point

[6]

11 (a) Name the leader of Ulster Vanguard.

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

William Craig

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

(b) Give **one** term of the Good Friday Agreement, 1998

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

Any **one** term:

- Election of a 108-member Assembly responsible for governing Northern Ireland
- A North-South Ministerial Council would be responsible for cross-border co-operation
- A British-Irish Council would include members from the devolved assemblies within the British Isles
- The Irish government would hold a referendum on the removal of Articles II and III of its constitution

Any other valid point [1]

(c) Give **one** reason why republican prisoners started a hunger strike in 1981.

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

Any **one** reason:

- The British government had ended special category status
- The policy of criminalisation meant that those convicted of terrorist offences would be treated in the same way as other criminals
- The blanket and dirty protests had been unsuccessful and so IRA prisoners began a hunger strike to achieve their demands

Any other valid point [1]

(d) Describe **one** response to Terence O'Neill's attempts to improve relations with the Republic of Ireland.

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** response with limited description **[1]**

For example, Terence O'Neill's efforts were well received by nationalists.

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

For example, some unionists objected to O'Neill's attempts to improve links

with the Republic of Ireland. Reverend Ian Paisley showed opposition to the visit of Jack Lynch to Belfast by snowballing the Taoiseach's car.

Any other valid point [2]

12 Explain **two** of the following:

- A Reasons for the resignation of Prime Minister Terence O'Neill, April 1969
- B The reasons for the introduction of internment, August 1971
- C Reactions of unionists and nationalists to the Anglo-Irish Agreement, November 1985

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:

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

- Terence O’Neill’s upper-class background and aloof personality made him unpopular with some sections of the Official Unionist Party (OUP). Some resented the fact that he was selected, not chosen as leader by unionist MPs
- Terence O’Neill also faced opposition from those who believed his policies were too moderate and offered too many concessions
- Unrest after the People’s Democracy march in January 1969 increased pressure on O’Neill by unionist supporters to act more decisively. 12 OUP MPs called for his resignation on 30 January 1969
- Terence O’Neill hoped to face down his critics by calling the ‘Crossroads election’. He hoped this would show he had cross-community support for his reforms
- The result of the election, 24 February 1969, was not what O’Neill had hoped for. There was a reduction in unionist support. O’Neill had also faced a challenge in his own constituency where he polled only 1400 more votes than his opponent, Reverend Ian Paisley. There was little evidence of support from nationalist voters
- A series of bombings eventually forced his resignation. The explosions were carried out by loyalists in an attempt to force O’Neill to go. He later reflected that the bombs “quite literally blew me out of office”

Any other valid point

The reasons for the introduction of internment, August 1971

- IRA membership had grown after the Falls Road curfew in July 1970 and confrontation in Northern Ireland had continued to increase. By the summer of 1971, violence was at an all-time high
- The government of Northern Ireland had the power to introduce internment under the terms of the Special Powers Act. Prime Minister Brian Faulkner introduced the policy of internment through Operation Demetrius, 9 August 1971
- Internment had been a successful tactic against the IRA in the past. It was used successfully by the governments of Northern Ireland and Éire
- Faulkner faced strong unionist pressure for the implementation of a tougher security policy and firm action to be taken to end the violence. Protestant-owned businesses had been targeted by bombing campaigns for which few had been convicted
- It was also believed that those interned could help with the location of IRA weapons
- The government of Northern Ireland believed that a stronger response to the IRA was needed than the one taken by the government in Britain at the time

Any other valid point

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

- Unionists were appalled by the Anglo-Irish Agreement, which they saw as an act of betrayal by Mrs Thatcher and the British government. They had not been involved in the negotiations and many called it a ‘diktat’. They believed this was part of a process which would eventually result in a united Ireland

- Unionist politicians opposed the agreement with an 'Ulster Says No' campaign of civil disobedience and refusal to meet British government ministers. All 15 unionist MPs resigned their seats at Westminster on 17 December 1985, but stood again in by-elections in January 1986
- Other activities by unionists in opposition included a huge protest rally at Belfast City Hall, 23 November 1985 and a 'day of action' on 3 March 1986, which brought much of Northern Ireland to a standstill. Effigies of Margaret Thatcher were burned on bonfires
- Loyalist paramilitaries engaged in a campaign of violence and intimidation against the RUC. In November 1986, the Ulster Resistance movement, whose aim was to destroy the Anglo-Irish Agreement, was formed
- The SDLP had been involved in the creation of the agreement and therefore supported it as an opportunity to improve relations and the way of life in Northern Ireland
- Sinn Féin condemned the agreement. They believed it made the division of Ireland more permanent since it recognised the existence of Northern Ireland and the agreement accepted that a united Ireland would only occur with the consent of the majority of the people of Northern Ireland. IRA violence continued

Any other valid point

[18]

40