



Rewarding Learning

**General Certificate of Secondary Education
2025**

History

Unit 1:
Modern World Studies in Depth
and Local Study

[GHR11]

FRIDAY 16 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 persecution of minorities in Nazi Germany:

| | | | | |
|---------------------|---------------|------------------------------|------|-----------------------------|
| Jehovah's Witnesses | Untermenschen | Diseased Offspring Law, 1933 | Roma | Reich Citizenship Law, 1935 |
|---------------------|---------------|------------------------------|------|-----------------------------|

Match **each** term to the correct description and write your answer in the space provided. The first one has been done for you.

- People who were considered 'sub-human' by the Nazis Untermenschen
- (a) One of the Nuremberg Laws Reich Citizenship Law, 1935 [1]
- (b) Religious group which refused to swear loyalty to Hitler or join the Army Jehovah's Witnesses [1]
- (c) Allowed sterilisation of disabled people Diseased Offspring Law, 1933 [1]
- (d) Group which the Nazis believed was a danger to the purity of the Aryan race Roma [1]

One mark for each correct answer

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

2 Describe **two** ways in which life in Germany was affected by World War II, 1939–1945.

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

No rewardable material **[0]**

Able to identify **one** way with no description **[1]**
For example, food was rationed.

Able to identify **one** way with limited description **[2]**
For example, conscription led to labour shortages in key industries. As a result, the government was forced to conscript women into the workforce.

Able to identify **one** way with detailed description **[3]**
For example, important German cities such as Cologne, Hamburg and Dresden were bombed by the Allies. During the first raid on Hamburg in July 1943, an estimated 50 000 people died and one million were left without homes.

Apply criteria to each way.

Any other valid point
(2 × [3]) [6]

3 Below are two areas of life in which the lives of women in Nazi Germany changed between 1933 and 1939.

Choose **one** area and explain how the lives of women in Nazi Germany changed between 1933 and 1939.

| | |
|--------------------------|------------|
| Marriage and family life | Employment |
|--------------------------|------------|

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 changes in the area chosen. Candidates give an account of the area chosen but do not develop to explain how the lives of women in Nazi Germany changed between 1933 and 1939.

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 lives of women in Nazi Germany changed between 1933 and 1939. Candidates demonstrate an understanding of the changes to the lives of women in the area 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:**Marriage and family life**

- In 1933 a law was passed which offered working women a 600 mark marriage loan if they left work and married. The debt was reduced by a quarter for every child that was born. This encouraged couples to have more children
- The Nazis believed that the family was the foundation of the nation and the role of women was a vital part of this. The man was the worker while the woman would stay at home and look after the family. Family life in Nazi Germany was summed up in the phrase Children, Kitchen, Church (Kinder, Küche, Kirche)
- Special honours were introduced to celebrate motherhood. Women with four or more children were given an 'Honour Cross', bronze for four children, silver for six and gold for eight. The Nazis made Mothers' Day a national festival day to celebrate family life

Employment

- When the Nazis came to power in 1933, there were thousands of women in the professions; for example, there were 100 000 female teachers and 3 000 female doctors. Nazi policy sought to change this. In 1933, the Nazis introduced the Law to Reduce Unemployment. It offered women a 600 mark loan to leave work and marry
- By 1934, most women had been sacked from their jobs or 'encouraged' to leave. They were no longer allowed to work in the civil service and in 1936, women were banned from becoming judges
- However, Nazi policy did not exclude all women from the workplace. Those in less skilled jobs were kept on because there was no one to replace them. In the later 1930s, the number of women in these jobs increased due to the policies of autarky and rearmament

Any other valid point

[6]

- 4 How did the Nazis use the Police State to control the lives of people in Germany between 1933 and 1939?

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

No rewardable material [0]

Level 1 ([1]–[2])

Answers will be vague and generalised with little or no explanation of how the Nazis used the Police State to control the lives of people in Germany 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 the Police State to control the lives of people in Germany between 1933 and 1939. 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 the Nazis used the Police State to control the lives of people in Germany 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 SS had the power to arrest, detain and execute anyone who was suspected of acting against the German state. Germans were told that their loyalty was to the Führer and to the state and were encouraged to report any suspicious actions of neighbours and even family members
- The Nazis appointed area leaders, local group leaders and wardens who were responsible for watching over streets and blocks of flats. Those reported were arrested by the Gestapo and treated brutally while being questioned. The Nazis encouraged a climate of fear
- The legal system was brought under state control with Nazi judges and no juries. Those accused of crimes against the state had few legal rights. From 1933 to 1939, 250 000 Germans were sentenced for political crimes and sent to concentration camps where conditions were extremely harsh
- The Nazis sought to crush all opposition and mostly succeeded. Most Germans believed what they were told by their government and approved of the hunting down of ‘enemies of the state’ such as socialists, communists and Jews

Any other valid point

[8]

- 5 “Nazi policies to reduce unemployment and improve the lives of workers in Germany from 1933 to 1939 were successful.” Do you agree?

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:

- On coming to power in 1933, Hitler promised to deal with the huge levels of unemployment within four years. The government introduced a programme of public works which provided jobs in construction, building autobahns,

railways and waterways

- This programme was expanded in 1934 with the creation of the National Labour Service (RAD). As a result, the numbers employed in construction rose from 666 000 to over 2 million between 1933 and 1936. Labour was provided for government projects such as schools and motorways. As the numbers out of work had dropped to 300 000 by 1939, it would appear that Nazi policies to reduce unemployment were successful
- However, workers in the RAD worked a 76 hour week, lived in army-style camps and received food and spending money rather than real wages. The introduction of conscription in 1935 had a major impact on the numbers unemployed as the army grew from 100 000 in 1933 to 1.4 million by 1939. The introduction of the policy of autarky meant that thousands of jobs were created in industries preparing Germany for war. In addition, professional women and Jews forced out of their jobs were not counted on the unemployment register
- The Nazis were keen to encourage a committed workforce. The Beauty of Labour (SdA) encouraged Germans to be proud of their work. It ran campaigns to improve working conditions, providing better lighting and washing facilities. Strength through Joy (KDF) was set up in 1933 to ensure that workers were happy outside of the workplace. Incentives such as free picnics, cheap cinema and theatre tickets and cheap holidays helped to make workers feel valued. A savings scheme was set up to enable workers to own a Volkswagen Beetle, although not one worker received a car
- While wages remained below pre-Depression levels until 1938, prices and rents were also lower, therefore spending power increased. The amount of paid holidays doubled
- However, strikes became illegal and trade unions were replaced by the German Labour Front (DAF). The DAF was meant to represent workers but it tended to side with employers. Workers also found that they had fewer rights, for example, they were not allowed to change jobs without permission. Candidates may conclude that while Nazi policies did succeed in some ways as outlined above, there were also significant limitations to that success

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 to reduce unemployment and improve the lives of workers 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 the experiences of Native Americans:

| | | | | |
|--------------|---------------|-----------|------------|--------------|
| John Collier | Meriam Report | Education | Snyder Act | Reservations |
|--------------|---------------|-----------|------------|--------------|

Match **each** term to the correct description and write your answer in the space provided. The first one has been done for you.

Commissioner for Indian Affairs

John Collier

(a) Land on which Native Americans were forced to live

Reservations [1]

(b) Law which gave citizenship to Native Americans

Snyder Act [1]

(c) Main way in which Native Americans were assimilated

Education [1]

(d) Showed the poor living conditions of Native Americans

Meriam Report [1]

One mark for each correct answer

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

7 Describe **two** reasons why the USA experienced an economic boom in the 1920s.

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

No rewardable material **[0]**

Able to identify **one** reason with no description **[1]**
 For example, the development of new production techniques.

Able to identify **one** reason with limited description **[2]**
 For example, the availability of credit and hire purchase allowed consumers to purchase new technological devices.

Able to identify **one** reason with detailed description **[3]**
 For example, the advancement in mass production techniques, such as the assembly line pioneered by the Ford Motor Company, meant goods could be produced more quickly and in higher quantities. By 1927, Ford was producing a new Model T every ten seconds.

Apply criteria to each reason.

Any other valid point
 (2 × [3]) [6]

8 Below are two areas of the American economy that were affected by the Great Depression in the USA from 1929 to 1933.

Choose **one** area and explain how it was affected by the Great Depression.

| | |
|----------|-------------|
| Industry | Agriculture |
|----------|-------------|

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 do not develop to explain how the area chosen was affected by the Great Depression.

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 the chosen area and how it was affected by the Great Depression.

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:**Industry**

- American industry struggled in the years following the Wall Street Crash. Production fell and more than 100 000 businesses closed between 1929 and 1932. This led to unemployment rising to almost 14 million by 1933, almost one quarter of the total US workforce
- Older industries such as textiles struggled. In the steel town of Cleveland, half the workers were unemployed
- As unemployment rose, workers were forced into poverty. Soup kitchens became commonplace. ‘Hooverilles’ appeared in major cities that had previously been hubs of industry during the boom years of the 1920s

Agriculture

- Agriculture struggled as a result of the Great Depression. Having already suffered the effects of overproduction and underconsumption in the 1920s, farmers and agricultural workers fell on hard times after the Wall Street Crash. The price of wheat dropped to \$14 a tonne and cotton prices fell
- Many farmers went bankrupt and many farms were foreclosed. Smaller farm owners began to disappear, as larger industrialised farms took over
- In the Midwest the position of farmers worsened because of the Dust Bowl. Drought and over-cropped soil led to dust storms which ruined millions of acres of previously-fertile land

Any other valid point

[6]

9 How did immigrants face hostility in the USA in the 1920s?

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

No rewardable material [0]

Level 1 ([1]–[2])

Answers will be vague and generalised with little or no explanation of how immigrants faced hostility in the USA in the 1920s.

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

Level 2 ([3]–[5])

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

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

Level 3 ([6]–[8])

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

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

Answers may include some of the following:

- Immigrants had come to America in search of wealth and opportunity but soon found themselves living in overcrowded slums and ghettos. Many immigrants lived in appalling conditions. New York saw the growth of areas such as 'Little Italy' and 'Chinatown' during this period
- Immigrants worked long hours for little pay in manual jobs
- Many also faced hostility from trade union members and white workers
- Many immigrants were viewed as political threats, and many were labelled 'communist'. The Red Scare saw heightened hostility towards immigrants with trade union members often linked to communism. The Palmer Raids saw a government crackdown with 6 000 suspected communists arrested and imprisoned without trial
- The Sacco and Vanzetti case saw the arrest of two Italian immigrants for armed robbery and murder. The men were active anarchists and trade union members. Despite 107 witnesses providing an alibi for both men, they were executed by electric chair in 1927

Any other valid point

[8]

- 10 “Speculation in shares was the main cause of the Wall Street Crash of 1929.”
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:

- Speculation in shares was an important cause of the Wall Street Crash of 1929. Ordinary Americans saw the wealthy borrowing money and seemingly reaping the benefits. This encouraged borrowing “on the margin” where

speculators borrowed as much as 90% of the share value to buy more shares. Shares had skyrocketed throughout the 1920s encouraging people to borrow more and more. By 1929, 20 million Americans had bought shares. \$9 billion had been borrowed to speculate

- In the years before the Wall Street Crash, there was little regulation of banks. They used the deposits of savers to buy shares themselves and allowed stockbrokers and speculators to borrow more and more. There were very few large banking corporations in the US during this period, so a lot of speculation was done by smaller banks. This gave savers no protection if things went wrong
- However, government policies were also an important cause of the Crash. The 'laissez faire' policies of successive Republican governments meant there was little interference in private industry, especially for banks and stockbrokers, who were often unaccountable for their actions
- Protectionist trade policies, such as the Fordney-McCumber Act increased tariffs on imported goods which meant American trade was affected as foreign countries did the same in retaliation. Economic growth slowed and experienced investors began to sell their shares
- Another significant cause was the overproduction and underconsumption in agriculture and industry. Farmers were able to produce more and more food but found themselves unable to sell their produce abroad as easily as they had before. This led to a surplus of food which caused prices to drop. In factories, consumer goods were being mass produced but many people already owned them by the late 1920s. Production slowed, and workers began to be laid off
- By 1929 the market began to slow and experienced investors began to sell their shares. This lack of confidence spread quickly and panic set in. There was a rush to sell shares. On 24 October, Black Thursday, millions of shares were sold and prices plummeted. By 29 October, Black Tuesday, the economy was in ruins. Candidates may conclude that while speculation in shares was a major cause of the Wall Street Crash there were many other causes

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 speculation in shares was the main cause of the Wall Street Crash of 1929.

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 Anglo-Irish Agreements of 1938 on Britain.

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 Britain would benefit from the ‘ending of the trade war with Éire’. All duties imposed by both sides during the Economic War were removed
- Source A states that the return of the Treaty Ports to Éire ‘damages our security’. Some British politicians worried that the loss of the ports meant that Britain could no longer see threats approaching and respond to these

Any other valid point

[2]

2 Study Source B

Using Source B and your contextual knowledge, give **two** ways that Northern Ireland’s naval and airbases contributed during World War II.

Target AO3: Comprehension from sources.

No rewardable material **[0]**

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

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

Apply criteria for any **two** ways

Answers may include some of the following:

- Source B states that Northern Ireland contributed by ‘helping to keep sea lanes open’. Lisahally was the biggest base in Britain for warships protecting merchant ships
- Source B states that ‘there was a large number of ships based in Northern Ireland’. By mid-1943 there were nearly 150 ships based at the port in Derry/Londonderry

- Source B states that ‘air bases were used to attack German ships’. In 1943 aircraft from Castle Archdale sank 18 U-boats

Any other valid point

[4]

3 Study Source C

How **useful** is **Source C** for an historian studying the different reactions to the Government of Ireland Act, 1920?

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 to the Government of Ireland Act. 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 an Ulster Unionist. 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 reactions to the Government of Ireland Act.

Answers may include some of the following:

- The source is useful in studying the different reactions to the Government of Ireland Act as it is a primary source by an Ulster Unionist, a speech made in Parliament in March 1920
- The source is useful because it allows the historian to see that most Ulster Unionists were satisfied with the Act. They believed that it gave them a ‘secure Protestant majority’ and that it removed ‘the threat’ of them being ruled by a parliament in Dublin
- The source is useful as it is a speech made in Parliament by an Ulster Unionist, which would reflect the view of many Ulster Unionists, who were satisfied with the Act
- However, the source is not balanced because it fails to give us the view of others who were against it. The speech only gives one opinion on the proposed Government of Ireland Act, 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 to the Government of Ireland Act, 1920?

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 an Ulster Unionist 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 to the Government of Ireland Act 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 to the Government of Ireland Act.

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 one reaction to the proposed Government of Ireland Act
- Author of the source: an Ulster Unionist politician, who is well-informed on the mostly positive reaction that there was from many Ulster Unionists to the proposed Government of Ireland Act
- Nature of the source: a speech, it may be biased. It is designed to show that the Act has a number of benefits to Ulster Unionists
- Motive: the Ulster Unionist politician is trying to justify supporting the Act by highlighting that there are more benefits to Ulster Unionists in supporting the Act than opposing it
- Candidates may judge that this source is reliable for giving the viewpoint of most Ulster Unionists, who were in favour of the Government of Ireland Act. 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 Belfast company that produced ships for Britain during World War II.

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

Harland and Wolff

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

- (b) Give **one** effect of the Economic War on the economy of the Irish Free State.

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

Any **one** effect:

- There was a big drop in beef and dairy exports to Britain. This led to overproduction at home and the slaughter of cattle
- Taxes were increased to compensate farmers
- Attempts were made to build up Irish industry. This was not successful as raw materials from Britain were too expensive, especially coal and iron products

Any other valid point [1]

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

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

Any **one** action:

- In 1933 the Irish Free State government passed the Removal of the Oath Act
- The powers of the Governor General were reduced in 1933
- The External Relations Act, 1936, removed the King's official role within the Irish Free State
- Irish people could no longer use the Privy Council to appeal decisions made by Irish courts

Any other valid point [1]

- (d) Describe **one** reason for Éire's 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: causation.

No rewardable material **[0]**

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

For example, Éire was not equipped to fight a war.

Able to identify **one** reason with detailed description [2]
For example, Éire was not equipped to fight a war as its army was small and its weak economy meant there was very little money that could be spent on military action.

Any other valid point [2]

6 Explain **two** of the following:

- A Causes of the Economic War between Britain and the Irish Free State, 1932–1938
- B The different attitudes towards the introduction of conscription in Northern Ireland
- C The impact of the Welfare State on the lives of people in Northern Ireland, 1945–1949

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

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

Level 1 ([1]–[3])

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

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

A Causes of the Economic War between Britain and the Irish Free State, 1932–1938

- In 1932 the Irish Free State stopped payment of land annuities, worth £5 million a year
- These payments were resented by Irish farmers who believed that the land was theirs anyway
- De Valera felt that these payments could not be justified as Northern Ireland did not pay land annuities
- Britain believed that the refusal to repay money which had been loaned by them was an act of bad faith
- Britain responded to de Valera's announcement by imposing a 20% duty on Irish imports
- De Valera retaliated with the imposition of a 20% duty on goods coming from Britain to the Free State

Any other valid point

B The different attitudes towards the introduction of conscription in Northern Ireland

- In April 1939 the British government announced the introduction of conscription in Britain. However, the issue caused serious division along religious and political lines in Northern Ireland
- Unionists wanted conscription because it would be a chance to show their loyalty to Britain, it would strengthen their links with Britain and would ensure that partition would continue
- Nationalists opposed conscription as some did not want to fight for Britain as they believed that this was not Ireland's war. Others felt more of a connection with Germany because of Germany's role in the 1916 Easter Rising
- The strength of nationalist opposition meant that conscription was not introduced to Northern Ireland in 1939. The Irish Catholic Church issued a statement saying that resisting conscription would be 'morally justified' and de Valera also voiced his opposition
- After the Belfast Blitz in 1941 the British government raised the possibility of conscription being introduced once again. The proposal was condemned by de Valera and nationalists held protests in Belfast, supported by the Catholic Church and nationalist politicians
- The unionist government believed that introducing conscription would create more problems than it would solve as it could lead to serious public disorder. As a result, the British government announced in 1941 that conscription would not be extended to Northern Ireland

Any other valid point

C The impact of the Welfare State on the lives of people in Northern Ireland, 1945–1949

- The Welfare State meant that Northern Ireland enjoyed the same health benefits as the rest of the United Kingdom
- Over the next 15 years health standards improved and polio and TB were effectively dealt with
- People were now able to receive free medical care

- Family allowances and health insurance schemes were introduced; unemployment benefit was introduced
- There were improvements in housing – the Housing Trust was set up
- The 1947 Education Act introduced free education up to age 15 and new schools were built

Any other valid point

[18]

40

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

The detail given in the mark scheme is for **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 why most unionists opposed the civil rights movement.

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 members of the civil rights movement are ‘mostly Catholic’. Unionists opposed the movement as they believed it focused on achieving rights for Catholics rather than Protestants
- Source A states that ‘the membership also includes people with extreme republican views’. Many unionists believed that the movement’s aims included achieving a united Ireland

Any other valid point

[2]

8 Study Source B

Using Source B and your contextual knowledge, give **two** reactions to the hunger strike in 1981.

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** reactions

Answers may include some of the following:

- Source B states that ‘each death in the prison brought more violence’. 61 people died because of the violence in Northern Ireland in reaction to the deaths inside the prison
- Source B states that ‘Bobby Sands was elected to the British parliament’. Nationalists showed support for the hunger strike by electing Bobby Sands as an anti-H-block MP for the constituency of Fermanagh-South Tyrone
- Source B states that ‘Protestants are horrified’. Protestants did not support the hunger strike as they saw the prisoners as criminals and murderers who did not deserve special privileges

Any other valid point

[4]

9 Study Source C

How **useful** is **Source C** for an historian studying the different reactions to the introduction of British troops in Northern Ireland in 1969?

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 to the introduction of British troops. 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, that this source is the view of a British newspaper. 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 reactions to the introduction of British troops.

Answers may include some of the following:

- The source is useful as it tells us some reactions of people in Northern Ireland to the introduction of British troops. The source states that they were 'welcomed by Catholics'. Nationalist politicians had requested British troops to calm the violence
- The source is also useful because it is from a British newspaper and it offers an insight into how the arrival of British troops in Northern Ireland was viewed in Britain
- As a primary source published two days after the arrival of British troops, the source shows a reaction from the time
- The source is limited as it does not show the unionist viewpoint and 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 different reactions to the introduction of British troops in Northern Ireland in 1969?

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 that this is an extract from a British newspaper and this can affect reliability. Candidates may show some awareness of bias and comment on how this can affect reliability. Some contextual knowledge about different reactions to the introduction of British troops 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 to the introduction of British troops in 1969.

Answers may include some of the following:

- Date of the source: a primary source from 17 August 1969. The source provides the reaction of Catholics to the arrival of British troops in Northern Ireland. There were different reactions from Catholics and Protestants to the introduction of the army in response to the increased level of violence in August 1969
- Author of the source: the author is writing for a British newspaper and gives a British view of the reaction to the arrival of the army
- Nature of the source: it is an extract from a British newspaper which may reflect the views of its audience and may be biased
- Motive: an historian would have to be aware that this source was intended for publication and this may affect reliability
- Candidates may judge that this source is reliable for giving the Catholic reaction to the introduction of British troops in August 1969. However, the source does not provide any information on the reaction of unionists

Any other valid point

[6]

- 11 (a) Name the town where a new university was built in the 1960s.

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

Coleraine

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

- (b) Give **one** term of Prime Minister Terence O'Neill's Five-Point Reform Programme.

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

Any **one** term:

- A points system to allocate council housing
- A Development Commission to replace Londonderry Corporation
- The removal of parts of the Special Powers Act
- The ending of extra votes for business owners
- The appointment of an ombudsman to investigate complaints

Any other valid point [1]

- (c) Give **one** response to the introduction of internment.

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

Any **one** response:

- Unionists supported internment as a way to end republican violence
- Nationalists viewed internment as one-sided in its application

Any other valid point [1]

- (d) Describe **one** reason why the Provisional IRA (PIRA) had emerged in Northern Ireland by 1972.

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

No rewardable material **[0]**

Able to identify **one** reason with limited description **[1]**
For example, PIRA emerged to defend the Catholic community.

Able to identify **one** reason with detailed description **[2]**
For example, the IRA had been accused of failing to protect nationalist areas during the violence of 1969. The new Provisional IRA claimed for itself the role of defender of the Catholic population and aimed to destroy the Stormont government.

Any other valid point [2]

12 Explain **two** of the following:

- A Terence O'Neill's actions to improve relations with nationalists and the Republic of Ireland
- B The reasons for the introduction of Direct Rule, 1972
- C Responses to the Good Friday Agreement, 1998

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:

- A **Terence O'Neill's actions to improve relations with nationalists and the Republic of Ireland**
 - Terence O'Neill took several actions to improve relations with nationalists. He offered condolences to the Catholic Church on the death of Pope John XXIII. He met Cardinal Conway, Archbishop of Armagh
 - O'Neill visited schools and hospitals run by the Catholic Church
 - O'Neill increased financial support provided for Catholic schools and hospitals
 - On 14 January 1965, the first face-to-face meeting of Prime Minister Terence O'Neill and Sean Lemass, the Taoiseach of the Republic of Ireland, took place at Stormont. This was the first such meeting in 40 years. O'Neill made

a return visit to Dublin four weeks later

- The meetings focused on economic co-operation and did not consider political issues. Discussions also took place on issues such as tourism and electrical link-ups
- O'Neill invited Lemass' successor as Taoiseach, Jack Lynch, to visit Northern Ireland. That meeting took place in December 1967

Any other valid point

B The reasons for the introduction of Direct Rule, 1972

- The British government believed that Stormont could no longer maintain law and order after the failure of internment. Activities of republican and loyalist paramilitaries led to many shootings and bombings such as the UVF bombing of McGurk's Bar which left fifteen people dead
- Nationalist politicians called for a boycott of local government and civil rights marches were organised in response to the introduction of internment
- After Bloody Sunday, Britain faced increased international condemnation for its role in Northern Ireland and the failings of the Stormont government
- Brian Faulkner demanded the power to rearm the RUC and re-establish the B-Specials, but the Conservative government countered with a demand to control law and order instead
- At a meeting in London between senior Stormont members and the British government, Prime Minister Heath laid out proposed changes, including the transfer of security control to Westminster
- Unable to accept these proposals, the Northern Ireland government resigned. On 24 March 1972, Prime Minister Heath suspended Stormont and introduced Direct Rule

Any other valid point

C Responses to the Good Friday Agreement, 1998

- Unionist responses to the Good Friday Agreement were mixed. Within the Ulster Unionist Party, David Trimble received support for accepting the Agreement. However, six MPs left the party in protest and joined the Democratic Unionist Party (DUP) and United Kingdom Unionist Party (UKUP) in the anti-agreement campaign
- Many unionists opposed the release of paramilitary prisoners and believed that Sinn Féin should not be allowed in government until the IRA had fully decommissioned. For David Trimble, the compromise to allow decommissioning to happen slowly was a huge leap of faith
- The Social Democratic and Labour Party (SDLP) and Sinn Féin leadership welcomed the agreement
- The DUP leader, Ian Paisley, called it "more treacherous" than the Sunningdale Agreement and took part in the 'NO' campaign for the referendum
- The referendum result was overwhelmingly in favour of the Agreement in both Northern Ireland and in the Republic of Ireland
- Hard-line unionists objected to the North/South government bodies which would allow the Republic of Ireland a say in how Northern Ireland was run

Any other valid point

[18]

40