

New  
Specification



*Rewarding Learning*

**General Certificate of Secondary Education  
2018**

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## **History**

Unit 1:  
Modern World Studies in Depth  
and Local Study

**[GHR11]**

**MONDAY 4 JUNE, MORNING**

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**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 names linked with opposition and resistance to Nazi rule in Germany between 1939 and 1945:

Hans Scholl	Edelweiss Pirates	Schutzstaffel (SS)	Clemens von Galen	Count von Stauffenberg
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Match **each** name to the correct description and write your answer in the space provided. The first one has been done for you.

- (a) Officer in the army who attempted to kill Hitler in 1944      Count von Stauffenberg
- (b) Catholic bishop who spoke out against the Nazis      Clemens von Galen [1]
- (c) Group of young people which opposed the Nazis      Edelweiss Pirates [1]
- (d) Student from Munich who disagreed with the Nazis      Hans Scholl [1]
- (e) Group which dealt with opposition to the Nazis      Schutzstaffel (SS) [1]

One mark for each correct answer

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

- 2** Describe **two** actions taken by the Nazis to increase their power in 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** action with no description **[1]**  
For example, the Nazis passed the Enabling Act.

Able to identify **one** action with limited description **[2]**  
For example, the Nazis passed the Enabling Act, which allowed the Nazis to pass laws without the consent of the Reichstag.

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

For example, the Nazis passed the Enabling Act, which allowed the Nazis to pass laws without the consent of the Reichstag. The Act also allowed the Nazis to change the constitution at any time they wished. The Act was easily passed in the Reichstag, with only the Social Democrats voting against it.

Apply criteria to each way.

Any other valid point

(2 × [3])

[6]

- 3** Below are two areas in which the Nazis attempted to change the lives of young people in Germany in the 1930s.

Choose **one** area and explain how the Nazis attempted to change the lives of young people in Germany in the 1930s.

Education	Youth movements
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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: change.

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 how the Nazis attempted to change the lives of young people in the area chosen. Candidates give an account of the area but how the Nazis attempted to change the lives of young people is not developed.

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 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed explanation and analysis of how the Nazis attempted to change the lives of young people in Germany. Candidates demonstrate an understanding of the attempts made in this area.

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

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

#### **Education**

- A big emphasis was placed on subjects such as History, Geography, Biology and PE. PE made up 15% of the timetable
- Boys and girls were educated in different ways. Boys were prepared for war, while girls were prepared for motherhood and homecraft
- Special Schools, such as Adolf Hitler Schools, were set up to teach Germany's future leaders

#### **Youth movements**

- The Hitler Youth was established to control the activities of young people. By 1939 it was compulsory for most age groups
- Boys were prepared for the army and undertook military training, including how to fire a gun. Girls were prepared for motherhood
- Alternative youth groups were either taken over by the Hitler Youth, or closed down

Any other valid point

[6]

- 4** How did the Nazis use propaganda and censorship to strengthen their control over Germany in the 1930s?

**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 the ways in which the Nazis used propaganda and censorship to strengthen their control over Germany.

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

#### **Level 2 ([3]–[5])**

Answers will be more detailed with some analysis of the ways in which the Nazis used propaganda and censorship to strengthen their control over Germany. There may be omissions and a lack of focus on explanation.

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

**Level 3 ([6]–[8])**

Answers will be well informed and provide an accurate and well developed explanation and analysis of the ways in which the Nazis used propaganda and censorship to strengthen their control over Germany.

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

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

- The Nazis controlled what was written in newspapers. By 1939 the Nazis owned 69% of newspapers in circulation. Editors had to attend daily briefings held by the Ministry of Propaganda, which told them what to print
- The Nazis controlled all radio stations. Strong efforts were made to encourage people to buy cheap radios called People’s Receivers. These could pick up only Nazi broadcasts
- In the cinema, propaganda newsreels were shown before the start of films. Some foreign films were not allowed to be shown
- The Nazis regularly held rallies as a method of propaganda. The most famous rallies were the annual Nuremberg rallies, held every August
- Literature was controlled to ensure that it reflected only Nazi thinking. In one famous event 20 000 books were burned in Berlin. The writings of over 2500 authors were banned
- Germans were prevented from listening to foreign radio stations, such as the BBC. Unacceptable music, such as jazz, was banned

Any other valid point

[8]

- 5 “Nazi policies towards women between 1933 and 1939 were very 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: continuity and change.

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 statement 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:**

- Nazi policies towards women were summed up in the phrase “Kinder, Kirche und Küche”, meaning children, church and cooking. Women were encouraged to fulfil the role of mothers and housewives
- The Law for the Encouragement of Marriage encouraged women to marry and have large families. Newly married couples were given loans of 1000 marks, 250 of which they could keep for every child born. Unmarried mothers, however, were encouraged to live in homes (Lebensborn – or Spring of Life)
- Special awards were given for women who had large families. One of these was the Mother’s Cross. There were different levels of Mother’s Cross, according to how many children the mother had. These women also paid less tax and enjoyed more state benefits
- In the workplace, married women and professional women were put under pressure to give up their jobs. Women were also discriminated against when completing job applications
- Many of these policies had mixed success, for example the birth rate increased, it remained lower than it was during the “Golden Twenties”. Though the number of marriages rose slowly throughout the 1930s they never reached the rates achieved in the early 1920s
- A large number of women kept their jobs because of a lack of replacement workers. The numbers of women in jobs actually went up in the late 1930s due to rearmament. This suggests that the Nazi policies had mixed 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 towards women between 1933 and 1939 were very successful.**

Any other valid point

[16]

40

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

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

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

Below is a list of words linked to President Hoover and the Great Depression:

Rugged Individualism	Voluntarism	Hawley-Smoot Act	Laissez-Faire	Hoover Dam
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (a) Agreements between employers and workers to maintain wages and production **Voluntarism**
- (b) Millions of dollars were spent on this building project **Hoover Dam** [1]
- (c) Increased taxes to protect American industry during the Depression **Hawley-Smoot Act** [1]
- (d) Americans overcoming problems by their own efforts and hard work **Rugged Individualism** [1]
- (e) Belief that the economy should be left alone **Laissez-Faire** [1]

One mark for each correct answer

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

- 2** Describe **two** ways in which jazz music affected the lives of people in the USA 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** way with no description **[1]**

For example, listening to jazz music became a popular pastime, especially among young people in the 1920s.

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

For example, jazz music was played in speakeasies and became associated with drinking alcohol. Radio allowed jazz music to reach a mass audience outside the southern states.

Able to identify **one** way with detailed description [3]  
 For example, jazz music became associated with new and exciting dances, including the Charleston and the Black Bottom. Conservative and religious groups criticised the effects of jazz music. The Charleston was a fast dance developed in black communities and encouraged people to dance closely together.

Apply criteria to each way

Any other valid point  
 (2 × [3])

[6]

**3** Below are two groups which faced hostility in the USA in the 1920s.

Choose **one** group and explain how this group faced hostility in the USA in the 1920s.

Black Americans	Immigrants
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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 method 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 effects of the experiences of hostility faced by immigrants or black Americans. Candidates give an account of hostility towards immigrants or black Americans but how these experiences affected immigrants or black Americans is not developed.

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

**Level 3 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed explanation and analysis of how immigrants or black Americans were affected

by hostility during the 1920s. Candidates demonstrate an understanding of the effects of hostility on the chosen group.

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:**

### **Black Americans**

- In the southern states, the Jim Crow Laws enforced racial segregation in education, housing and public amenities. The Literacy Act and Grandfather Clause politically disadvantaged black Americans in the southern states
- The Ku Klux Klan with 5 million members in 1925 used violence and intimidation towards black Americans. Over 400 black Americans were lynched by the KKK in the 1920s
- In the 1920s over 750 000 black Americans migrated from the southern states to find work in the northern cities, where many continued to face hostility in race riots. Most lived in ghettos and did low-skill menial jobs

### **Immigrants**

- Immigrants experienced difficulties in gaining and keeping jobs. As a result they often lived in poor, overcrowded housing in ghettos
- The 'Red Scare' linked immigrants, especially from Russia, with anarchism and communism. The Palmer Raids led to the deportation of 500 immigrants in 1919–1920. The Sacco and Vanzetti case symbolised intolerance by the legal system
- The end of the Open Door policy in the 1920s showed hostility towards immigrants by severely restricting the numbers allowed to enter the USA. The National Origins Act of 1924 and the Immigration Quota Acts of 1921 and 1929 severely reduced immigration

Any other valid point

[6]

#### **4** Why did the Wall Street Stock Exchange collapse in October 1929?

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

No rewardable material [0]

#### **Level 1 ([1]–[2])**

Answers will be vague and generalised with little or no explanation of why the Wall Street Stock Exchange collapsed in October 1929.

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

**Level 2 ([3]–[5])**

Answers will be more detailed with some analysis of why the Wall Street Stock Exchange collapsed in October 1929. 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 why the Wall Street Stock Exchange collapsed in October 1929.

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:**

- There was little regulation of the Wall Street Stock Exchange or banking system in the 1920s. Corruption, ‘insider trading’ and lack of any checks on dubious companies made the problem worse. A share-buying craze began in 1927 leading to millions of Americans becoming share speculators
- The value of shares increased more quickly than company profits, e.g. Radio Company shares increased from 94c in March 1928 to 505c in September 1929. Share speculation was based on confidence that the economic boom would continue. Stockbrokers encouraged speculators to buy shares ‘on the margin’ by borrowing 90% of the share price from banks and selling the shares later at a profit to repay the loans
- Many banks were reckless in the way savers’ deposits were lent to stockbrokers and speculators to invest in shares. Banks in the USA lent \$9 billion in 1929
- Warnings that the stock market was overheating were ignored. Banks contributed to the Wall Street Crash in October 1929 by putting pressure on speculators. This led to panic selling of shares and a collapse in share prices

Any other valid point

[8]

- 5 “Prohibition had no support in the USA in the 1920s and was a complete failure.” 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 supported Prohibition in the 1920s. Support was led by clergy such as Billy Sunday who regarded alcohol as sinful. Influential pressure groups, e.g. the Anti-Saloon League, used marches, posters and pamphlets in support of Prohibition
- Support for Prohibition was led by WASPs, the conservative middle class and rural workers in the southern states
- Prohibition did not have support from most Americans who 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
- Prohibition failed due to problems enforcing it. The government employed only 2300 prohibition agents who were badly paid. One in twelve was sacked for accepting bribes and others were killed by gangsters
- People defied the law by having 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
- Organised crime, including bootlegging became very profitable, with gangs, especially the Mafia, making about \$2 billion each year in the late 1920s

- Whilst Prohibition was mainly a failure, alcohol consumption in the USA in the 1920s did fall by 70% and deaths from liver disease decreased

**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 that Prohibition was a failure.**

Any other valid point

[16]

**Section A**

AVAILABLE MARKS	
	40
<b>Section A</b>	<b>40</b>

**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** way that explains how the government of Northern Ireland responded to the outbreak of World War 2.

**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** way

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

- Source A states that the government met to ‘discuss how we can help’. The government of Northern Ireland met after the German invasion of Poland to discuss the declaration of war and how it would help with the British war effort
- Source A states ‘Ulster will remain loyal’, as the government of Northern Ireland saw the outbreak of war as a chance to show its loyalty to Britain and strengthen the Union
- Source A states that it would place ‘all of our resources’ under the control of the British government. The government of Northern Ireland was keen to show that it was ready to play its part in the war

Any other valid point

[2]

**2 Study Source B**

**Using Source B and your contextual knowledge**, give **two** ways that explain how the Blitz affected 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 ‘thousands of homes were completely destroyed’. 3200 homes were destroyed and over 50 000 damaged

- Source B states ‘hospitals could not cope with all the casualties’. During the 4 raids on Belfast 955 people were killed and 2400 were injured
- Source B states that ‘after the raids people were desperate to get out of Belfast’. Large numbers of people fled from Belfast. 10 000 officially crossed the border into Éire. Thousands of other people left the city to live with family or friends

Any other valid point

[4]

### 3 Study Source C

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

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

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

No rewardable material [0]

#### Level 1 ([1])

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

#### Level 2 ([2]–[3])

Answers at this level will discuss the utility of Source C in explaining the different attitudes towards conscription in Northern Ireland. Candidates may point out that Source C is a primary source and discuss the value of this. They may begin to make observations on authorship, the fact that this source is the view of the Catholic Church. They may also mention the reasons why this source was produced and how this affects utility. Some contextual knowledge about attitudes towards conscription in Northern Ireland is used to support comments on the utility of Source C.

#### Level 3 ([4]–[5])

Answers at this level will analyse fully the utility of Source C. Candidates will use the content of the source and their own contextual knowledge on the issue of conscription in Northern Ireland. They will make a reasoned judgement as to the utility of Source C in explaining the different attitudes towards conscription in Northern Ireland.

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

- The source is useful in studying the attitude of Catholic leaders towards conscription in Northern Ireland because it is a primary source by the Catholic Church, written a few months before the beginning of World War 2
- The source is useful because it allows the historian to see that the Catholic Church believed that the introduction of conscription could lead to opposition. The government of Éire would be unhappy if it was introduced

- The source is useful as it is a statement which would have been read widely by many Catholics in Northern Ireland and would be reflective of their attitude towards conscription
- However, the source fails to tell us why Catholics would be fearful about conscription being introduced in Northern Ireland. It only gives one opinion on the issue and omits the views of the Northern Ireland government, unionists and the British government, which may reduce the usefulness of the source

Any other valid point

[5]

#### 4 Study Source C

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

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

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

No rewardable material [0]

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

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

##### Level 2 ([2]–[4])

Answers will discuss the reliability of Source C. Answers may comment on the fact that this is a statement by the Catholic Church 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 attitudes towards conscription in Northern Ireland is used to support comments on the reliability of Source C.

##### Level 3 ([5]–[6])

Answers at this level will analyse fully the reliability of Source C. Candidates will use the content of the source and their contextual knowledge to make a reasoned judgement as to the reliability of Source C in explaining the different attitudes towards conscription in Northern Ireland.

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

- Date of the source: a primary source produced at the time, which gives a perspective from the time and reflects the view of the Catholic Church that the introduction of conscription ‘would be a disaster’
- Author of the source: leaders of the Catholic Church, who would be well informed on how Catholics in Northern Ireland would be fearful about the introduction of conscription
- Nature of the source: since it is an official statement it is likely to reflect the opinion of the Catholic Church

- Motive: the Church is clearly appealing to the British government not to introduce conscription and the Church provides detail on the consequences if the government try to impose it
- Candidates may judge that this source is reliable for giving the viewpoint of Catholics in Northern Ireland on the conscription issue. Others may view the statement as unreliable as it is one-sided and omits the views of other important groups in Northern Ireland at the time

Any other valid point [6]

5 (a) Give **one** term of the Government of Ireland Act, 1920.

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

Any **one** term:

- Two separate parliaments were to be established in Northern and Southern Ireland
- Election to the two parliaments was to be based on Proportional Representation (PR) to safeguard the rights of minorities in each region
- Both of the parliaments would send representatives to Westminster

Any other valid point [1]

(b) Name **one** of the Treaty Ports.

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

Any **one** of the Treaty Ports:

- Cobh
- Berehaven
- Lough Swilly [1]

(c) Give **one** response to the Declaration of the Republic of Ireland in 1949.

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

Any **one** response:

- Ulster unionists saw the Declaration as a threat and believed that it was accompanied by a desire to end partition
- Unionist Prime Minister Brooke called an election to allow people in Northern Ireland to demonstrate their support for the Union
- Northern nationalists demanded the right to sit in the Dáil so that Northern Ireland could be represented, but this was refused
- The British government wanted to continue to work closely with Éire and decided not to treat Éire as a foreign country but as a close neighbour with whom it had a special relationship

Any other valid point [1]

- (d) Describe **one** reason why there was opposition to the Anglo-Irish Treaty of 1921.

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

No rewardable material **[0]**

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

For example, the Anglo-Irish Treaty was opposed as it ensured that there were still strong links with Britain

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

For example, the Anglo-Irish Treaty was opposed as it ensured that there were still strong links with Britain. This was shown with the Oath of Allegiance to the British monarchy that members of the Dáil had to take, and also with the three Treaty Ports that Britain was allowed to retain

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 Anglo-Irish Agreements of 1938
- 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:**

#### **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, because 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

#### **The Anglo-Irish Agreements of 1938**

- The Economic War between Britain and Éire would come to an end but this did not apply to cross border trade, which was subject to a long-running boycott
- There was a removal of the special tariffs which had been imposed on Irish and British goods
- Éire would pay Britain a lump sum of £10 million in settlement for all claims for land annuities – these were worth an estimated £78 million
- Britain would return all three Treaty Ports, without any specific assurance that it would have use of them if there was a war
- The return of the Treaty Ports reinforced Éire's independence. However, groups in Britain and Northern Ireland criticised it
- The 1938 Agreements were very much in Éire's favour because Chamberlain was trying not to antagonise de Valera with the prospect of war with Hitler looming

#### **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]

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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.

**1 Study Source A**

**Using Source A and your contextual knowledge**, give **one** reason that explains why loyalist paramilitaries declared a ceasefire in 1994.

**Target AO3:** Comprehension from sources.

No rewardable material **[0]**

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

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

Apply criteria for any **one** reason

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

- Source A states that the Combined Loyalist Military Command (CLMC) had received ‘A promise that Northern Ireland will remain part of the United Kingdom’. Loyalist paramilitaries wanted constitutional assurances in relation to Northern Ireland’s position within the United Kingdom
- Source A states ‘that the wishes of the majority of people in Northern Ireland will be respected’. Loyalist paramilitaries waited six weeks after the PIRA declaration before they announced their own ceasefire. They warned that their ceasefire would be dependent on an end to republican violence. The people of Northern Ireland wanted an end to violence

Any other valid point

[2]

**2 Study Source B**

**Using Source B and your contextual knowledge**, give **two** reasons that explain why the Provisional IRA (PIRA) announced a ceasefire in 1994.

**Target AO3:** Comprehension from sources.

No rewardable material **[0]**

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

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

Apply criteria for any **two** reasons

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

- Source B states that the PIRA believe ‘that an opportunity to create a fair and lasting settlement has been created’. The months between the Downing Street Declaration of 1993 and the ceasefire had been taken up with discussions and negotiations, providing reassurances for republicans at home and abroad

- Source B states that 'We see the chance of progress at this time'. The Downing Street Declaration of 1993 had not been the political answer to all that the PIRA was looking for. Some further explanation by the Irish Government representatives helped the PIRA move towards a ceasefire
- Source B states the PIRA's 'commitment' to the ceasefire, indicating their intention to move to support a democratic process

Any other valid point

[4]

### 3 Study Source C

How **useful** is **Source C** for an historian studying the reactions to the British troops in Northern Ireland by 1970?

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

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

No rewardable material [0]

#### Level 1 ([1])

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

#### Level 2 ([2]–[3])

Answers at this level will discuss the utility of Source C in explaining the reactions to British troops in Northern Ireland by 1970. Candidates may point out that Source C is a primary source and discuss the value of this. They may begin to make observations on authorship, the fact that this source is a cartoon and the usefulness of this type of source. They may mention the reasons why this source was produced and how this affects utility. Some contextual knowledge is used to support comments on the utility of Source C.

#### Level 3 ([4]–[5])

Answers at this level will analyse fully the utility of Source C. Candidates will use the content of the source and their own contextual knowledge to make a reasoned judgement as to the utility of Source C in explaining the reactions to British troops in Northern Ireland by 1970.

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

- The source is useful in discussing the reactions to British troops because it is a primary source. It is a cartoon published in 1970. It offers an insight into the British reaction as to how the troops were viewed
- The source is useful because it allows the historian to see what was happening at the time. By 1970 reactions to the presence of British troops had changed amongst the nationalist community from one of initial welcome to the Falls Road Curfew of July 1970
- The source is useful as the cartoon is printed in a British newspaper and it highlights the views of some people in Britain at the time.

- However, the source is focused on a British viewpoint and shows only one opinion at the time. It does not show that some nationalists welcomed troops in 1969 nor the unionist point of view, which reduces its usefulness

Any other valid point

[5]

#### 4 Study Source C

How **reliable** is **Source C** for an historian studying the reactions to the British troops in Northern Ireland by 1970?

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

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

No rewardable material [0]

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

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

##### Level 2 ([2]–[4])

Answers will discuss the reliability of Source C. Answers may comment on the fact that this is a cartoon and this can affect its reliability. Candidates may show some awareness of bias and comment on how this could affect its reliability. Some contextual knowledge is used to support comments on the reliability of Source C.

##### Level 3 ([5]–[6])

Answers at this level will analyse fully the reliability of Source C. Candidates will use the content of the source and their contextual knowledge to make a reasoned judgement as to the reliability of Source C in explaining the reactions to British troops in Northern Ireland by 1970.

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

- Date of the source: a primary source, which was a perspective from 1970 and could reflect the reaction in Britain to how British troops were perceived in Northern Ireland by both the nationalist and unionist communities
- Author of the source: the author was a cartoonist for the Daily Express. Cartoonists often exaggerate and simplify complex historical events to put forward a view, in this case of British troops in Northern Ireland by 1970
- Nature of the source: since it is a cartoon it may contain bias from the British viewpoint. The cartoon suggests that both the unionist and nationalist communities were opposed to the presence of British troops in Northern Ireland. Both nationalists and unionists are portrayed in a negative way
- Motive: Politically this was a time of increasing violence in Northern Ireland with the re-emergence of the UVF and emergence of the Provisional IRA. The cartoon published in a British newspaper reflects the mood of some within Britain at the time

- Candidates may judge that this source is not very reliable

Any other valid point [6]

- 5 (a) Name the British Prime Minister between 1979 and 1990.

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

Margaret Thatcher [1]

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

- (b) Give **one** reason why the British government introduced Direct Rule to Northern Ireland in 1972.

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

Any **one** reason:

- The Stormont government seemed incapable of keeping control in Northern Ireland
- The events of Bloody Sunday in January 1972 made the situation even worse
- Violence was increasing. 1971 had been the worst year of the Troubles to date
- Britain was embarrassed by the deteriorating situation in Northern Ireland. Events there were tarnishing Britain's image across the world

Any other valid point [1]

- (c) 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:

- A new Northern Ireland Assembly with 108 members would be set up. All key decisions would require the consent of both communities
- A North-South Council of Ministers would also be set up, made up of members of the new Assembly and ministers from the Republic
- The Irish government would remove Articles 2 and 3 of its constitution, which claimed the North as part of its territory (subject to a referendum of the people of the Republic)
- There would be a review of policing in Northern Ireland

Any other valid point [1]

- (d) Describe **one** action taken by unionists in response to the Anglo-Irish Agreement of 1985.

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

No rewardable material [0]

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

For example, unionists held demonstrations to show their opposition to the Anglo-Irish Agreement

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

For example, a huge unionist protest rally was held at Belfast City Hall on 23 November 1985, attended by an estimated 100 000 people. The crowd listened to James Molyneux and the Reverend Ian Paisley speak

Any other valid point [2]

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

- A The policies and actions of Prime Minister Terence O'Neill in the 1960s
- B The reasons for the emergence of the civil rights movement in the 1960s
- C The reasons for the introduction of internment, August 1971

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

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

**Level 1 ([1]–[3])**

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

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

**Level 2 ([4]–[6])**

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

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

**Level 3 ([7]–[9])**

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

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

**Answers may include some of the following:****The policies and actions of Prime Minister Terence O’Neill in the 1960s**

- There was a £900 million investment in the economy and the creation of five economic zones to update existing industries and attract new ones
- A new university was established in the market town of Coleraine to help develop a skilled workforce
- A new city called Craigavon was established based on the existing towns of Lurgan and Portadown
- O’Neill visited Cardinal Conway, Archbishop of Armagh, and spiritual leader of Ireland’s Catholics, in an attempt to improve community relations
- He increased the financial support provided for Catholic schools and hospitals
- O’Neill invited Taoiseach Seán Lemass to Stormont in an attempt to improve relations with the Republic of Ireland. This was the first such visit in 40 years
- In 1968 O’Neill announced a reform programme of five main proposals, including the allocation of council housing on a points system and the removal of parts of the Special Powers Act

Any other valid point

**The reasons for the emergence of the civil rights movement in the 1960s**

- The new generation of university-educated Catholics was not convinced that O’Neill meant to bring about significant change
- Many were inspired by the Civil Rights movement in the USA, led by Martin Luther King. This movement aimed to get justice and equality for black Americans
- Many were inspired by the example of John F. Kennedy in the USA. In 1960, Kennedy was elected America’s first Catholic president. This gave Catholics in Northern Ireland more confidence that they could make political progress
- In the 1960s, Catholics in Northern Ireland were still being discriminated against in a large number of ways, for example, in housing, voting and gerrymandering
- There was discrimination in law enforcement. The Special Powers Act allowed the unionist government to arrest, interrogate and detain people without trial. There was also resentment of the B-Specials, who had a reputation for unfair treatment of Catholics
- Supporters of the Peoples Democracy (PD) were very angry at the attack on NICRA marchers in Derry/Londonderry in October 1968, and at the limited nature of the Five Point Reform programme

Any other valid point

**The reasons for the introduction of internment, August 1971**

- The level of violence was on the increase at the end of 1970 and the start of 1971. By the time the marching season arrived, violence was at an all time high
- The Provisional IRA (PIRA) was continuing to grow. Its numbers had been boosted by incidents such as the Falls Road Curfew in July 1970
- The government of Northern Ireland had the power to introduce internment under the terms of the Special Powers Act
- Internment had been a successful tactic against the IRA in the past. It was used successfully by the governments of Northern Ireland and Éire
- Internment would give the opportunity to find information on the location of IRA weapons – providing the opportunity to question more IRA members
- 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
- Few members of the PIRA had been convicted of the bombings of Protestant-owned businesses. There was therefore pressure on Faulkner for a tougher security policy

Any other valid point

[18]

40

**Section B**

**40**

**Total**

**80**