



**General Certificate of Secondary Education  
2019**

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# **History**

Unit 1:  
Modern World Studies in Depth  
and Local Study

**[GHR11]**

**TUESDAY 28 MAY, 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 characteristics of the period studied.

Below is a list of words linked to the lives of workers in Germany between 1933 and 1939:

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

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

One mark for each correct answer

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

- 2** Describe **two** ways in which Jews were persecuted in Nazi Germany between 1933 and 1939.

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

No rewardable material **[0]**

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

For example, the one-day boycott of Jewish shops and businesses in April 1933.

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

For example, the Nuremberg Laws in 1935 deprived Jews of German citizenship and prevented Jews from marrying Aryans.

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

For example, Kristallnacht, November 1938. This involved systematic violence against Jews and the destruction of Jewish businesses and synagogues throughout Germany. Ninety-one Jews were killed and 20 000 were sent to concentration camps after Kristallnacht.

AVAILABLE  
MARKS

Apply criteria to each way.

Any other valid point  
(2 × [3])

[6]

- 3 Below are two actions taken by Hitler and the Nazis to consolidate their power in Germany between 1933 and 1934.

Choose **one** action and explain how it helped the Nazis to consolidate their power.

The Enabling Act, 1933	The Night of the Long Knives, 1934
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**Target AO1 and AO2:** demonstrate knowledge and understanding to explain and analyse historical events and periods studied using second-order historical concepts: consequence.

No rewardable material [0]

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the action 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 action chosen. Candidates give an account of the action chosen but how it helped the Nazis to consolidate power is not developed.

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

**Level 3 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed explanation and analysis of how the action chosen helped the Nazis to consolidate power. Candidates demonstrate an understanding of the effects of the action.

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

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

**The Enabling Act, 1933**

- The Enabling Act became law in March 1933 and changed the Weimar constitution. It required the support of two-thirds of the Reichstag. Hitler used the Law for the Protection of People and State to ban the Communist Party and thus prevent it from opposing the new law

AVAILABLE  
MARKS

- Hitler used the SA and SS in the Reichstag to intimidate deputies and ensure that the Enabling Act was passed by 441 votes to 94. This showed the methods used by the Nazis to undermine the Reichstag
- The Enabling Act allowed the Nazis to introduce laws without the approval of the President or the Reichstag and was the legal basis for the Nazi consolidation of power

#### **The Night of the Long Knives, 1934**

- The expansion of the SA, its violent actions and ambitions of its leader Ernst Röhm for a second revolution, had raised concerns in the German Army and the SS. On 30 June 1934, Hitler ordered the killing of Röhm and up to 200 leading members of the SA
- This event won the support of the army and President Hindenburg. Later, the army swore an oath of personal loyalty to Hitler and linked the army's fate to Hitler. The more disciplined and loyal SS under Himmler grew in influence
- The posts of President and Chancellor were replaced by the position of Führer. Hitler became Führer after the death of Hindenburg on 2 August 1934. Germany was now a totalitarian state

Any other valid point

[6]

- 4 How did the Nazis use the Police State to strengthen their control over 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 strengthen their control over 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 strengthen their control over Germany between 1933 and 1939. There may be omissions and a lack of focus on explanation.

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

#### **Level 3 ([6]–[8])**

Answers will be well informed and provide an accurate and well-developed explanation and analysis of how the Nazis used the Police State to strengthen their control over 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.

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MARKS

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

- The SS, led by Himmler, grew from being Hitler's personal bodyguard to a powerful police force that enforced Nazi rule
- The SS had the power to arrest, detain and execute anyone suspected of acting against the state, e.g. the Night of the Long Knives in 1934
- The Gestapo or secret police, a branch of the SS, hunted down opponents of the Nazis or 'enemies of the state'. The Gestapo intercepted letters, listened to telephone conversations and arrested those suspected of being disloyal in order to eliminate opposition
- Germans were taught to report any suspicious actions of neighbours, work colleagues and family members to the Gestapo
- The legal system was brought under state control. Nazi judges were appointed without juries and defendants had few legal rights. Between 1933 and 1939, Nazi courts sentenced 250 000 Germans for political crimes
- Concentration camps were run by the SS. Concentration camps housed political prisoners and 'unwelcome minorities', such as Jews, communists, gypsies and homosexuals

Any other valid point

[8]

- 5 "Opposition and resistance in Germany to Nazi rule totally failed in the period 1939 to 1945." 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.

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MARKS

**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:**

- Most Germans supported the Nazis and Hitler's popularity was never seriously challenged between 1939 and 1945. The Police State and propaganda made resistance to the Nazis difficult. Nevertheless, a range of opposition from non-conformity and passive resistance to attempts to assassinate Hitler can be identified between 1939 and 1945
- During World War Two some members of the Confessional Church which opposed the Nazis became involved in anti-Nazi activities and Bonhoeffer was executed in 1945
- Cardinal Von Galen spoke out against the Nazi policy on euthanasia which was abandoned in 1941. Individual priests and pastors opposed the Nazis and many were executed or sent to concentration camps
- Some youth groups tried to oppose the Nazis. The Swing Group and the Edelweiss Pirates were more of a disruption than a threat. In 1943 the White Rose Movement, led by university students Hans and Sophie Scholl, criticised Nazi atrocities in the east. Many of its members were arrested and executed
- Only the army had the power and resources to threaten the Nazis and it provided the most serious attempts to remove Hitler and the Nazis. Army opposition only became significant after 1943, when the war in the east against the USSR was going badly. There were several failed attempts to assassinate Hitler, most notably the Valkyrie Plot in July 1944 which resulted in the execution of over 5000 suspected conspirators
- The traditional conservative elites, especially the Kreisau Circle, became disillusioned with the Nazis as the war dragged on. It drew up the Basic Principles for a New Order to replace Hitler and the Nazis but the Kreisau Circle refused to use violence against the Nazis and had limited effect
- Opposition to the Nazis had very limited success. While fear played an important part in ensuring conformity, Hitler and the Nazis had wide support and it took foreign armies over five years to defeat Hitler. Opposition increased as the war continued. The Christian churches, young people, the elites and the army all played a part in opposing the Nazis. Therefore, the argument has much truth but fails to acknowledge the contribution of these groups and individuals in resisting Nazi control

**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 opposition and resistance to the Nazis between 1939 and 1945 was a total failure.**

Any other valid point

[16]

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MARKS

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

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

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

Below is a list of words linked to the experiences of Native Americans in the 1920s:

Reservation	Manifest Destiny	Bureau of Indian Affairs	Snyder Act	Allotment
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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.

- Law giving Native Americans citizenship rights in 1924      **Snyder Act**
- (a) Belief that the American government had a duty to civilise Native Americans      **Manifest Destiny** [1]
- (b) Area of land controlled by Native American tribes      **Reservation** [1]
- (c) Small piece of land given to Native American families to farm      **Allotment** [1]
- (d) Organisation set up by the US government to 'supervise' Native Americans      **Bureau of Indian Affairs** [1]

One mark for each correct answer

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

- 7** Describe **two** ways in which immigrants faced hostility 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, the Sacco and Vanzetti case.

Able to identify **one** way with limited description **[2]**  
For example, immigrants were seen as a threat to the values of the dominant WASP group.

Able to identify **one** way with detailed description **[3]**  
For example, the end of the Open Door policy severely restricted the number of immigrants allowed to enter the USA. The National Origins Act of 1924 and the Immigration Quota Acts of 1921 and 1929 severely reduced immigration, especially from Asia and Eastern Europe.

Apply criteria to each way

Any other valid point  
(2 × [3])

[6]

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MARKS

- 8 Below are two parts of the American economy that were affected by the Great Depression.

Choose **one** part and explain how it was affected by the Great Depression, 1929 to 1933.

Industry and the lives of workers	Agriculture and the lives of farmers
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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 part of the economy 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 part of the economy chosen. Comments are unsupported statements about the part chosen or comments which could apply to either.

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

**Level 3 ([5]–[6])**

Answers will be well informed and provide an accurate, well-developed explanation and analysis of the part of the economy chosen. Candidates demonstrate an understanding of the effects of 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 and the lives of workers**

- The Wall Street Crash triggered a severe economic depression and by 1932, 109 000 factories had closed and industrial production had fallen by 50%. Unemployment increased to 14 million by 1932, 25% of the workforce
- The unemployed experienced significant hardship during the Great Depression. People had to queue in breadlines in towns and cities for free bread and soup from private charities. Thousands who could not pay their rent moved to shanty towns, sarcastically called 'Hoovervilles', situated at the edge of most cities. Thousands of hobos travelled across the USA in search of seasonal work
- Workers worried about the security of their jobs. Many employers cut wages and working hours increased. Many were forced to take menial jobs such as selling apples and shoe shining

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MARKS

**Agriculture and the lives of farmers**

- Overproduction and underconsumption meant that farmers had missed out on the economic boom in the 1920s. The Hawley-Smoot Act of 1930 increased tariffs by 50% and led to a further fall in grain and meat prices. Farm income fell from \$13 billion in 1929 to \$7 billion in 1933
- Farmers were forced to destroy crops because it was too expensive to harvest them. Many farmers had borrowed heavily from banks to purchase new machinery in the 1920s. By 1932, over 40% of all farms were mortgaged to banks due to debt and the number of evictions increased
- 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** Why did the American economy experience rapid growth during the 1920s?

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

No rewardable material [0]

**Level 1 ([1]–[2])**

Answers will be vague and generalised with little or no explanation of why the American economy experienced rapid growth during the 1920s.

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

**Level 2 ([3]–[5])**

Answers will be more detailed with some analysis of why the American economy experienced rapid growth during 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 why the American economy experienced rapid growth during the 1920s.

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

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

- The policies of the Republican governments in the 1920s, especially the imposition of tariffs, protected American industry and provided the USA with the opportunity to become the world's largest economy
- The motor car industry became the most important new industry, with one in seven factory workers making cars. New mass production techniques, based on electrical power, increased production. Henry Ford's assembly line and

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MARKS

use of the conveyor belt speeded up production. Ford's factory in Detroit produced one car every 10 seconds

- The growth in ancillary industries, e.g. glass, rubber, steel and oil was linked to motor car production. The development of the road network also provided employment in construction
- New industries produced electric-powered consumer goods, e.g. vacuum cleaners, washing machines and refrigerators. Demand for consumer goods and for plastic and synthetic materials, such as rayon and nylon, created thousands of jobs

Any other valid point

[8]

- 10 "The lives of women in the USA improved greatly in the 1920s." Do you agree? Explain your answer.

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

No rewardable material [0]

#### Level 1 ([1]–[4])

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

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

#### Level 2 ([5]–[8])

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

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

#### Level 3 ([9]–[12])

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

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

#### Level 4 ([13]–[16])

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

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

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

- In 1920 women were given the vote, which gave them more political influence. However, by 1929 only 13 women had been elected to Congress
- The number of women at work increased by 2 million by 1929, with new employment opportunities in office work and in factories making new consumer goods. However, women living in the countryside experienced little improvement. Professional women, e.g. teachers, were dismissed when they married and there were fewer female lawyers and doctors in 1929 than in 1910
- The lives of many young working women improved because of developments in entertainment in the 1920s. The cinema became a popular new way of spending leisure time. Many young girls read magazines about the lives of film stars, e.g. Clara Bow, the 'It' Girl. However, the cinema was criticised by older people and conservative groups for causing a decline in the morals of young women. Concerned mothers set up the Anti-Flirt League and in 1928 the Hays Code tried to regulate the moral content of films
- Jazz music became an important part of the social life of many young women. New daring dances like the Charleston and Black Bottom, based on Jazz music, became popular. Jazz music was linked to the speakeasies and drinking alcohol and dancing became a popular part of the social lives of many young women. However, the influence of Jazz music on young women was criticised by churches and conservative groups. Jazz music was played by black musicians, and conservative groups in the south opposed racial interaction at jazz venues
- Flappers were fashionable young women who smoked, wore short skirts, held liberal attitudes to relationships and rejected the lifestyle of their mothers. However, not all women in the USA followed these changes in fashion and lifestyle. Many working class women worked long hours in factories and did not have the time to share in the new leisure pursuits of the 1920s. Most women in the Bible Belt in the southern states believed their God-given role was to be a housewife and mother
- Many young middle class women with jobs did benefit in a positive way politically, economically and socially during the Roaring Twenties. However, for a significant minority, cultural, economic, religious and racial factors ensured that little change in lifestyle was experienced

**Candidates can agree or disagree with the proposition. However, for a top Level 4 mark to be awarded, a fully supported judgement must be made on whether the lives of women in the USA improved during the 1920s.**

Any other valid point

[16]

40

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MARKS

## Section B

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

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

**1 Study Source A**

**Using Source A and your contextual knowledge**, give **one** reason that explains why some Irish republicans opposed the Anglo-Irish Treaty, December 1921.

**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 ‘we have to swear an oath of loyalty to the British king’. Members of the Irish Parliament would have to take an oath of allegiance to the British monarch. This meant that strong links with Britain would be maintained
- Source A states ‘the partition of Ireland will continue’. The Treaty accepted the partitioning of Ireland as introduced by the 1920 Government of Ireland Act. This meant the abandonment of half a million nationalists living in Northern Ireland

Any other valid point

[2]

**2 Study Source B**

**Using Source B and your contextual knowledge**, give **two** reasons that explain why some unionists in Northern Ireland opposed the Irish Constitution, 1937.

**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 Irish national territory is made up of ‘the whole island of Ireland’. The unionist government condemned Éire’s territorial claim over Northern Ireland
- Source B states that laws passed by the Dublin parliament would ‘only apply to the 26 counties until Ireland is reunified’. This further increased unionist fears and suspicions and strengthened their determination to remain within the United Kingdom

- Source B says that the 'state recognises the special position of the Catholic Church'. Unionists denounced this

Any other valid point

[4]

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### 3 Study Source C

How **useful** is **Source C** for an historian studying Éire's neutrality during World War Two?

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 Éire's neutrality during World War Two. 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 British government. They may also mention the reasons why this source was produced and how this affects utility. Some contextual knowledge about Éire's neutrality is used to support comments on the utility of Source C.

#### Level 3 ([4]–[5])

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

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

- The source is useful in studying Éire's neutrality during World War Two because it is a primary source by the British government, written at the end of World War Two
- The source is useful because it allows the historian to see that although Éire gave Britain no 'military help' the British government believed that the policy of benevolent neutrality benefited Britain during the war. It gives a number of specific examples of Éire's neutrality, such as the use of the Donegal air corridor
- The source is useful as it is a private document by the British government, which would give a factual viewpoint on Éire's neutrality during World War Two
- However, the source is not balanced because it fails to tell us that Éire did not follow a policy of strict neutrality in many ways, for example Éire did not allow Britain access to the Treaty Ports. It only gives one opinion on the issue and omits the view of the government of Éire, 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 Éire's neutrality during World War Two?

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

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

No rewardable material [0]

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

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

##### Level 2 ([2]–[4])

Answers will discuss the reliability of Source C. Answers may comment on the fact that this is a private document by the British government 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 Éire's neutrality during World War Two 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 Éire's neutrality during World War Two.

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

- Date of the source: a primary source produced at the time, which gives an accurate account of the view of the British government that Éire followed a policy of 'benevolent neutrality' from which they 'benefited'
- Author of the source: the British government, which would be well informed on Éire's neutrality during World War Two
- Nature of the source: since it is a private document, seen only by members of the British government, it is likely to give an honest account of Éire's neutrality during World War Two
- Motive: the British government is clearly trying to show that they benefited from Éire's neutrality in many ways despite the fact that there was a lot of unhappiness within the government about Éire remaining neutral during World War Two
- Candidates may judge that this source is reliable for giving the viewpoint of the British government on Éire's neutrality during World War Two. However, it is one-sided and is limited on the actions of the government of Éire

Any other valid point

[6]

AVAILABLE  
MARKS

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

**Target AO1 and AO2:** 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]

- (b) Name the British Prime Minister who signed the Anglo-Irish Agreements of 1938.

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

Neville Chamberlain

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

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

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

Any **one** consequence:

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

Any other valid point [1]

- (d) Describe **one** response of the Northern Ireland government to the outbreak of World War Two in 1939.

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

No rewardable material [0]

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

For example, Northern Ireland's government responded with complacency to the outbreak of World War Two.

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

For example, Northern Ireland's government responded with complacency to the outbreak of World War Two. This was based on the belief that Northern Ireland was too far away to be targeted by an air attack.

Any other valid point [2]

AVAILABLE  
MARKS

6 Explain **two** of the following:

- A De Valera's actions to dismantle the Anglo-Irish Treaty by 1936
- B The role played by Northern Ireland's industry and agriculture during World War Two
- C Effects of the Declaration of the Republic of Ireland, 1949, on relationships between Britain, Northern Ireland and the Republic of Ireland

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

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

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

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

**De Valera's actions to dismantle the Anglo-Irish Treaty by 1936**

- In 1933 the Removal of the Oath Act was passed, which abolished the Oath of Allegiance that all members of the Dáil had to take
- The powers of the Governor General were reduced in 1933; he never lived in the Governor General's official residence and he undertook no public duties
- Irish people could no longer use the Privy Council to appeal decisions made by Irish courts. The British government challenged these actions but the Privy Council itself said that the Statute of Westminster gave de Valera the power to introduce the changes he was making
- The External Relations Act, 1936 removed the King's official role within the Irish Free State, even though in legal terms the Irish Free State remained part of the Commonwealth

AVAILABLE  
MARKS

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

- More land was used to grow crops and tillage doubled between 1939 and 1945. The number of allotments increased fourfold, which became known as the 'Dig for Victory' campaign
- Northern Ireland exported £3 million worth of sheep and cattle each year. 100 000 litres of milk each day were exported to Scotland during most of the war
- Northern Ireland supplied 20% of the UK requirements for eggs
- Shipyards produced 140 warships, with 123 merchant ships launched in Belfast. 1200 Stirling bombers and 125 Sunderland flying boats were made by Short and Harland
- Linen was used to manufacture 2 million parachutes in Northern Ireland. 90% of the shirt requirement for British forces came from Northern Ireland
- Other industries produced bayonets, shells, camouflage, cargo nets and rope

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

- Britain did not react in any hostile way to the Declaration of the Republic. Britain regarded the Republic of Ireland as a neighbour with whom it enjoyed a special relationship
- As a result there were few changes, for example workers in Ireland and Britain would not need work permits, passports were not needed for travel between Ireland and Britain. Voting rights were granted in each other's elections
- Britain responded with the Ireland Act which recognised the Republic of Ireland and defined the principles which would affect relations between the two countries
- Unionists were very concerned at the Declaration of the Republic and rejected any attempts by the government of the Republic of Ireland to guarantee their rights if they agreed to end partition
- A general election was called in Northern Ireland to strengthen support for the Union. Brooke used the election result as justification for demanding a British guarantee of Northern Ireland's future within the United Kingdom
- Northern nationalists hoped that the constitutional changes of 1949 would bring about Irish unity but were disappointed when their request to have representation in the Dáil was refused

Any other valid point

[18]

40

AVAILABLE  
MARKS

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

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

**7 Study Source A**

**Using Source A and your contextual knowledge**, give **one** reason that explains why some nationalists supported the Anglo-Irish Agreement of 1985.

**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 SDLP welcomed the Anglo-Irish Agreement. They state 'it presents a major opportunity'. The SDLP had been given more of a role in the creation of the agreement than any other party in Northern Ireland
- Source A states that the Agreement is a 'chance to create equality, justice and fairness for all of the people of the north of Ireland'. The SDLP viewed the Anglo-Irish Agreement as an opportunity to create a better way of life for all those living in Northern Ireland

Any other valid point [2]

**8 Study Source B**

**Using Source B and your contextual knowledge**, give **two** reasons that explain why some unionists were opposed to the Anglo-Irish Agreement of 1985.

**Target AO3:** Comprehension from sources.

No rewardable material **[0]**

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

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

Apply criteria for any **two** reasons

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

- Source B states that unionists were afraid of a 'dirty deal'. Many unionists were most annoyed as they felt that they had been kept in the dark during the negotiations, while it looked like the SDLP had been consulted in the process
- Source B states that 'Mrs Thatcher tells us that the Republic of Ireland has got a say in the running of Northern Ireland'. Unionists felt that they had been abandoned by their own government and believed that they were now in a process that would eventually result in a united Ireland
- Source B refers to Mrs Thatcher as a 'wicked, lying woman'. Unionists of all shades and opinions were appalled by the Anglo-Irish Agreement and were particularly vexed at the perceived betrayal by Margaret Thatcher, British Prime Minister

Any other valid point [4]

## 9 Study Source C

How **useful** is **Source C** for an historian studying reactions to Prime Minister Terence O'Neill's policies and actions in the 1960s?

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 Prime Minister Terence O'Neill's policies and actions in the 1960s. 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 public statement 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 Prime Minister O'Neill's policies and actions in the 1960s.

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

- The source is useful in discussing the reactions to Prime Minister O'Neill's policies and actions because it is a primary source. It is from a public statement at the time. It offers an insight into O'Neill and his actions from the viewpoint of the Republic of Ireland. The author is well-informed because as Taoiseach of the Republic of Ireland in December 1967 he met O'Neill. That meeting resulted in improved co-operation between north and south
- The source is useful because it allows the historian to see what was happening at the time. This source, from April 1969, is at the end of the premiership of Terence O'Neill and is useful because it identifies a very positive summary of O'Neill's policies and actions. It refers to the 'understanding amongst all sections of the community' which O'Neill had been so keen to promote during his time as Prime Minister of Northern Ireland
- However, the source is a public statement made shortly after Terence O'Neill had resigned. The statement does not have the benefit of hindsight and only represents one viewpoint which reduces its usefulness

Any other valid point

[5]

AVAILABLE  
MARKS

**10 Study Source C**

How **reliable** is **Source C** for an historian studying reactions to Prime Minister Terence O'Neill's policies and actions in the 1960s?

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

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

No rewardable material **[0]**

**Level 1 ([1])**

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

**Level 2 ([2]–[4])**

Answers will discuss the reliability of Source C. Answers may comment on the fact that this is a public statement 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 Prime Minister O'Neill's policies and actions in the 1960s.

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

- Date of the source: a primary source, which was a perspective from the time and explains the views of the government of the Republic of Ireland about O'Neill at the time of his resignation
- Author of the source: Taoiseach Jack Lynch is well-informed and had a cordial relationship with Prime Minister O'Neill having met him in 1967. His statement contains language which speaks positively of the achievements of O'Neill
- Nature of the source: since it is a public statement it may be biased. It was designed to get across a positive message to the people of Northern Ireland and the Republic of Ireland about O'Neill's policies and actions
- Motive: Lynch, as Taoiseach is clearly trying to summarise the legacy of Terence O'Neill and identify his main successful policies and actions. This was not always a view which was shared by some unionists and nationalists in Northern Ireland
- Candidates may judge that this source is not fully reliable because it is the view of the Irish Taoiseach and not representative of all opinions. Some unionists were angered by this statement by Jack Lynch

Any other valid point

[6]

AVAILABLE  
MARKS

- 11 (a) Name the town where the IRA tried to kill Prime Minister Margaret Thatcher in 1984.

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

Brighton

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

- (b) Give **one** reason why the Northern Ireland Civil Rights Association (NICRA) emerged in Northern Ireland in the 1960s.

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

Any **one** reason:

- 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
- A 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

Any other valid point [1]

- (c) Give **one** term of the Downing Street Declaration, 1993.

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

Any **one** term:

- Talks were to be set up to decide on a new form of government for Northern Ireland
- The new Northern Ireland government would respect all traditions in Northern Ireland
- The British government undertook to 'uphold the democratic wish of a greater number of the people of Northern Ireland on the issue of whether they wish to support the Union or establish a sovereign united Ireland'
- The Irish government accepted the principle of consent for Irish unity

Any other valid point [1]

- (d) Describe **one** response to the Good Friday Agreement, 1998.

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

No rewardable material **[0]**

Able to identify **one** response with limited description **[1]**  
For example, nationalists welcomed the agreement.

AVAILABLE  
MARKS

Able to identify **one** response with detailed description [2]  
For example, the DUP leader, Ian Paisley, called it 'more treacherous' than the Sunningdale Agreement and took part in the 'No' campaign for the referendum

Any other valid point [2]

AVAILABLE  
MARKS

12 Explain **two** of the following:

- A The re-emergence of paramilitary organisations by 1972
- B The different responses to the introduction of a power-sharing Executive in Northern Ireland, 1973–1974
- C The reasons for the hunger strikes, 1980–1981

**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 re-emergence of paramilitary organisations by 1972**

- Sectarian violence had broken out in Belfast and here many nationalists believed that the IRA was doing nothing to protect them from attacks by loyalists and the RUC
- Slogans appeared in nationalist areas claiming that "IRA = I Ran Away"
- By the end of 1969 a split within the IRA occurred and the Provisional IRA emerged and set out its specific aims
- A new hard-line IRA began to emerge in the summer of 1969 and defended nationalist areas in Belfast from attacks by loyalists. The Provisional IRA set out their aims in April 1970. These included civil rights, the withdrawal of British troops from Ireland and the destruction of the Stormont government

- Loyalist paramilitaries wanted a return to the old days of unionist domination. The UVF re-emerged in the mid-1960s and had increased membership as a result of NICRA's campaign and what was seen as O'Neill's appeasement of Catholics. UVF violence had claimed the lives of two Catholics in 1966
- In September 1971 the Ulster Defence Association (UDA) was formed to fill a gap in the defences of the loyalist community. It viewed itself as a defensive grouping that would protect Protestant areas and resist republican aggression
- Within the UDA a group known as the Ulster Freedom Fighters (UFF) also existed

Any other valid point

#### **The different responses to the introduction of a power-sharing Executive in Northern Ireland, 1973–1974**

- Some unionists such as Brian Faulkner and his supporters supported power-sharing and took part in the Executive
- Faulkner believed power-sharing offered the chance to get rid of Direct Rule and believed that the Council of Ireland was merely an advisory body to help improve economic relations in Ireland
- The SDLP took part in the Executive. Gerry Fitt spoke out against the general election being held so soon, arguing that people did not yet understand what power-sharing was all about
- The SDLP saw the Council of Ireland as a chance to build links with the Republic of Ireland and give it more of a role in Northern Ireland's affairs
- Anti-power-sharing unionists such as the UUUC contested the first Assembly elections and secured the majority of unionist votes
- They disrupted the power-sharing Assembly and criticised the power-sharing Executive
- The Ulster Workers' Council (UWC) strike brought most of Northern Ireland to a standstill after one week. Industries had to close down, there were regular electricity blackouts and fuel supplies were strictly controlled. Hundreds of road blocks were erected. Eventually the UWC ordered a total shutdown when the army was ordered to take over fuel supplies

Any other valid point

#### **The reasons for the hunger strikes, 1980–1981**

- The hunger strikes of 1980 and 1981 were due to the removal of Special Category Status. This had been removed from prisoners in Northern Ireland in 1976
- Previous protests against the removal of Special Category Status had not worked, for example the blanket protest, when prisoners had refused to wear prison clothes
- Hunger strikes had been a successful republican tactic in the past. It had been used in protests against governments north and south of the border
- The prisoners hoped to increase republican popularity. Republicans viewed themselves as victims of the conflict, rather than terrorists
- The 1981 hunger strike took place because republican prisoners were angry at not receiving the concessions that they thought they had won after the 1980 hunger strike
- Republicans needed new tactics. Hunger strikes were a way of attracting sympathy and support for the republican cause. Reliance on the armed struggle was not working. Increasingly, British intelligence was beginning to infiltrate IRA cells

Any other valid point

[18]

40

AVAILABLE  
MARKS