



**General Certificate of Secondary Education  
January 2019**

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## **History**

**Unit 1: Studies in Depth**

**Higher Tier**

**[GHT12]**

**MONDAY 14 JANUARY, 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 they 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:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
  - key concepts: causation, consequence, continuity, change and significance within an historical context; and
  - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
  - source material as part of an historical enquiry; and
  - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

### **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 answers, 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 tasks or 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**

Tasks and 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 is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and 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.

**Assessment of spelling, punctuation and the accurate use of grammar**

Spelling, punctuation and the accurate use of grammar is taken into account in assessing candidates' responses to specific questions in Unit 1 and Unit 2. The following guidance is provided to assist examiners:

- **threshold performance:** Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
- **intermediate performance:** Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
- **high performance:** Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

## Section A

## Option 1: Germany, 1918–1939

The detail in the Mark Scheme is for **teacher guidance** and candidates are not expected to cover **every** point suggested.

1 (a) Describe **two** features of the Weimar Constitution.

**Target AO1:** Recall, select and communicate knowledge and understanding of history.

Award **[0]** for responses not worthy of credit

Able to identify one feature with no development **[1]**

Able to identify and describe one feature of the Weimar Constitution. **[2]**

Apply above criteria to each feature

Any **two** features:

- The Head of State was the President, elected every seven years by the German people
- The President appointed the Chancellor, usually the leader of the largest party in the Reichstag
- Elections to the Reichstag were held every four years using a system of proportional representation
- Article 48 allowed the President to rule by decree in an emergency. The problem here was that no one had defined what was meant by an emergency.

Any other valid point

**[4]**

(b) How did Hitler and the Nazis try to win support in Germany between 1923 and 1929?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of key features and characteristics.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing 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 accurate, well-developed description and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2**

**Indicative Content**

- Hitler entered a beer hall in Munich in November 1923, where the Bavarian government leaders were holding a meeting
- After the failure of the Munich Putsch, the Nazis decided to concentrate on using political methods to get into power. Hitler said he would ‘hold his nose and enter the Reichstag’
- Hitler used his trial for propaganda purposes. It was reported in national newspapers and it gave Hitler the opportunity to promote the Nazi 25 Point Programme. Hitler wrote Mein Kampf while in prison, outlining his main ideas
- The Nazi Party was reorganised. This enabled Hitler to control the spreading of the Nazi message throughout Germany
- Despite their efforts the Nazis only won 12 seats in the Reichstag in the 1928 election. In 1929 the Nazis seemed to be the only party that was offering a solution to all Germans for the problems caused by the Depression.

Any other valid point

[6]

**(c)** Explain why Germany suffered from economic problems between 1919 and 1930. In your answer refer to the guidelines and use other relevant knowledge.

- Impact of the First World War and hyperinflation, 1919–1923
- Impact of foreign loans and the Wall Street Crash on Germany, 1924–1930.

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key concepts, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own

knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

### **Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([6]) AO1 ([9]) AO2**

### **Indicative Content**

- The First World War had placed a great strain on the German economy. The country was in debt and there were food shortages and unemployment
- The Treaty of Versailles, signed at the Paris Peace Conference after the First World War, demanded that Germany pay reparations to pay for war damage. Germany also lost 10% of its land, which contained 16% of its coalfields and half of its iron and steel industry
- When Germany did not pay its second instalment of reparations, French and Belgian troops invaded the Ruhr to take what they were owed in goods. The Weimar government ordered passive resistance and started printing money to pay the striking workers. This led to hyperinflation
- Many people, especially the middle classes, lost savings and those on fixed pensions suffered as the money they received did not increase. Many people bartered goods rather than using money
- In 1924 Gustav Stresemann negotiated the Dawes Plan with the USA. This meant that American banks and businesses would lend money to and invest in German businesses
- The German economy became very reliant on American money because of the Dawes Plan. Stresemann had described the German economy as “dancing on a volcano”
- The stock market in the USA crashed in October 1929, leading to the collapse of many US banks and businesses
- The Wall Street Crash led to the withdrawal of US loans to Germany and demands for repayments. This caused an economic depression where businesses closed, unemployment grew and banks collapsed. The Weimar politicians could not agree on how to deal with the situation and so the problem got worse. Unemployment soared and this led to homelessness, starvation and desperation.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25

- 2 (a) Describe **two** ways in which the lives of German workers were affected by Nazi economic policies between 1933 and 1939.

**Target AO1:** Recall, select and communicate knowledge and understanding of history.

Award **[0]** for responses not worthy of credit

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

Able to identify and describe one way the lives of German workers were affected by Nazi economic policies between 1933 and 1939. **[2]**

Apply above criteria to each way

Any **two** ways:

- Professional women and Jews were sacked from their jobs but were not included on the unemployment register. Their jobs could be taken by German men
- National Labour Service (RAD) was established and was compulsory for all men aged 18–25. They had to carry out work for the government such as road building and tree planting, for a very small amount of money
- Conscription was introduced in 1935 and new jobs were created in factories making weapons and ersatz products
- Trade unions were abolished and replaced with the German Labour Front (DAF). Workers lost many of their key rights. They had to work longer hours and were not allowed to leave their jobs without permission
- Incentives were offered to workers through the Strength Through Joy (KDF) programme, e.g. cheap holidays.

Any other valid point

[4]

- (b) In what ways did the lives of women in Germany change between 1933 and 1939?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of key features and characteristics.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing 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 accurate, well-developed description and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2**

**Indicative Content**

- The Law for the Encouragement of Marriage encouraged women to marry and have large families
- Incentives were offered to encourage women to have as many children as possible, e.g. the Motherhood Cross
- Professional women such as those in medicine and law had to give up their jobs and focus on life at home
- Women were to follow the Nazi policy of the 3Ks, Kinder, Kirche, Küche
- Women were discouraged from dieting and smoking as these may have interfered with childbirth
- Lebensborn were established so that single women could become pregnant
- Women were encouraged to dress traditionally and go without make-up.
- Contraception and abortion became more difficult to obtain.

Any other valid point

[6]

- (c) Explain how and why the Nazis persecuted Jews in Germany between 1933 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- Nazi racial theories and policies
- Actions towards Jewish people.

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key concepts, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some

skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

### **Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([6]) AO1 ([9]) AO2**

### **Indicative Content**

- The Nazis believed that Aryans were the Master Race and that all other races were inferior. They had particular hatred for the Jews
- Nazi policies focused on intimidating the Jews and identifying them as being different from Germans
- The Nazis also wanted to prevent Jews from having an influence on German society
- The Nazis saw the Jews as scapegoats, e.g. they were blamed for Germany's defeat in the First World War
- In April 1933 there was a one day boycott of Jewish businesses which prevented Jews from making money on that day
- Jews were forbidden to join the army and could not have government jobs. This stopped them from earning money
- Jewish teachers were sacked and Jewish doctors, dentists and lawyers were not allowed to treat or work for Aryans
- The Law for the Protection of German Blood and Honour banned marriage between Jews and Aryans as well as sexual relations outside marriage. Jewish people also had their German citizenship taken away from them in the Nuremberg Laws
- Jews had to carry identity cards, add 'Sarah' or 'Israel' to their names and have the letter 'J' stamped on their passports
- During Kristallnacht in November 1938 Jewish homes, shops and synagogues were destroyed. Thousands of Jews were sent to concentration camps and dozens were killed.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25

- 3 (a) Describe **two** agreements made by Germany with other countries between 1934 and 1936.

**Target AO1:** Recall, select and communicate knowledge and understanding of history.

Award **[0]** for responses not worthy of credit

Able to identify one agreement with no development **[1]**

Able to identify and describe one agreement made by Germany with other countries between 1934 and 1936. **[2]**

Apply above criteria to each agreement

Any **two** agreements:

- In 1934 Hitler signed the Non-Aggression Pact with Poland. Both countries pledged to resolve their problems by negotiations and not to go to war for a period of ten years
- In 1935 Britain and Germany signed the Anglo-German Naval Agreement, which allowed Germany to have a navy one-third of the size of the British Navy
- In 1936 Hitler created the Rome-Berlin Axis with Italy, bringing the two fascist countries closer together.

Any other valid point

**[4]**

- (b) How were the Nazis able to gain control of the Sudetenland and the rest of Czechoslovakia by 1939?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of key features and characteristics.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing 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 accurate, well-developed description and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2**

**Indicative Content**

- The Sudeten Nazis under their leader, Henlein, stirred up trouble and claimed that the Czechs were mistreating the Germans living there
- Hitler stated that he would declare war if the areas of the Sudetenland that were more than 50% German were not given to Germany
- Chamberlain, the British Prime Minister, flew to Germany to meet Hitler. Hitler then raised his claim to all of the Sudetenland and there were worries that war would break out after all. During 1938, Chamberlain met with Hitler three times
- Britain was following a policy of appeasement at this time. The Munich Conference was held, where Chamberlain, along with Daladier, the French leader and Mussolini, the Italian leader, agreed to give Hitler all of the Sudetenland
- Czechoslovakia was not consulted over this. This was known as the Munich Agreement. Taking the Sudetenland had removed all of Czechoslovakia's defences, making it easier to take over
- Hitler took over Bohemia, Moravia and later Slovakia in March 1939, the first time he had taken non-German land. Britain and France did nothing to stop Hitler even though he had broken the Munich Agreement.

Any other valid point

[6]

- (c) Explain how the Nazis increased their control in Europe between 1936 and March 1938. In your answer refer to the guidelines and use other relevant knowledge.

- Remilitarisation of the Rhineland
- Anschluss with Austria.

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key concepts, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([6]) AO1 ([9]) AO2**

**Indicative Content**

- According to the Treaty of Versailles the Rhineland was to be a demilitarised zone between Germany and France
- Hitler saw this as a humiliation and claimed that it was unfair that Germany could not protect its own borders
- On 7 March 1936 Hitler sent 22 000 police and 15 000 soldiers into the Rhineland and told his troops if they met with resistance they were to turn back
- Britain did not think the Rhineland was worth going to war over as it belonged to Germany. Britain was sympathetic to Germany's claims that it had a right to defend itself. France would not act without Britain as it was on the brink of an election, so Hitler was able to achieve his aim. The failure of Britain and France to act gave Hitler confidence to pursue his next objective
- Hitler had made a previous attempt to take control of Austria in 1934, but the Italian leader, Mussolini, felt threatened. He moved troops to the border with Austria and Hitler changed his plans as he felt the German army was not strong enough to fight Italy
- By 1938 Germany and Italy were allies and the German army had grown in size. Austrian Nazis began to put pressure on the government to unite Austria and Germany. Hitler forced Schuschnigg, the Austrian Chancellor, to appoint the Austrian Nazi leader, Seyss-Inquart, as Minister of the Interior
- Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and Schuschnigg was forced to resign
- Seyss-Inquart became the new Austrian Chancellor and invited the German troops into the country to restore order. The Anschluss was confirmed with a plebiscite in which 99.7% of the Austrian people who voted were in favour of it.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25

**Option 2: Russia, c1916–1939**

- 4 (a) Describe **two** events of the February Revolution, 1917.

**Target AO1:** Recall, select and communicate knowledge and understanding of history.

Award **[0]** for responses not worthy of credit

Able to identify one event with no development **[1]**

Able to identify and describe one event of the February Revolution in Russia. **[2]**

Apply above criteria to each event

Any **two** events:

- 40 000 workers from the Putilov engineering works went on strike for higher wages. This spread to other factories
- On International Women's Day, thousands of women joined the strikers demonstrating against food and fuel shortages in Petrograd
- Soldiers in the Petrograd Garrison disobeyed orders and refused to fire on the demonstrators and many joined the demonstrations
- The army generals refused to obey Tsar Nicholas's orders to crush the rebellion. The Tsar abdicated in favour of his brother.

Any other valid point

[4]

- (b) How did the actions and policies of the Bolsheviks cause the October Revolution in 1917?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of key features and characteristics.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing 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 description and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information

clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2**

**Indicative Content**

- The Bolsheviks were the only revolutionary group to consistently oppose war and the Provisional Government
- Lenin returned to Petrograd in April 1917 and ordered the Bolsheviks not to cooperate with the Provisional Government. His April Theses called for 'Peace, Bread and Land' and 'All Power to the Soviets'
- The Bolsheviks exploited the Kornilov Revolt in August 1917 to take credit for saving the revolution and win control of the Petrograd Soviet in September 1917
- Lenin, in exile in Finland, persuaded a reluctant Bolshevik leadership to support a revolution before elections to the Constituent Assembly in November and the meeting of the All-Russian Council of Soviets in late October. Lenin threatened to resign and so his ideas were accepted
- Trotsky played a key role in organising the October Revolution. He led the Military Revolutionary Committee which organised and planned the takeover of key buildings and places of strategic importance in Petrograd.

Any other valid point

[6]

**(c)** Explain how the First World War affected Russia by February 1917. In your answer refer to the guidelines and use other relevant knowledge.

- Actions of Tsar Nicholas and Tsarina Alexandra
- Impact of the war on the lives of workers and peasants.

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key concepts, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([6]) AO1 ([9]) AO2**

**Indicative Content**

- Russia suffered two defeats by Germany in 1914 at Tannenberg and the Masurian Lakes. As a result, Tsar Nicholas II became commander-in-chief of the Russian army in 1915. He was an indecisive military commander
- Nicholas II left control of the government to Tsarina Alexandra. This had a negative effect as Alexandra displayed little political skill, enforced autocracy and refused to cooperate with the Duma. She sacked 36 ministers between 1915 and 1916 which destabilised the government
- The growing influence of Rasputin reduced respect for the Romanovs and alienated the nobility, which resented being sidelined as the Tsar's main adviser by Rasputin. Alexandra was also distrusted because she was German and was accused of being a spy and damaging Russia's war effort
- Workers experienced a decline in living standards, as wages failed to keep up with inflation, which was 400% by the end of 1916. During the First World War the number of workers in cities increased from 22 million to 28 million
- By the end of 1916 people in cities such as Petrograd and Moscow experienced food and fuel shortages and meat prices increased by 300%. By early 1917 many factories were forced to close due to shortages of coal, largely due to a breakdown in the transport system
- 13 million men, mainly peasants, were conscripted into the army. Most of the 8 million casualties (killed, wounded or taken prisoner) were peasants. Morale decreased and desertion rates increased in 1916
- Conscription and the seizure of horses resulted in women and the old being left to do the farm work and production decreased. Inflation increased and peasants hoarded food.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25

- 5 (a) Describe **two** weaknesses of the White Armies in the Russian Civil War between 1918 and 1921.

**Target AO1:** Recall, select and communicate knowledge and understanding of history.

Award **[0]** for responses not worthy of credit

Able to identify one weakness with no development **[1]**

Able to identify and describe one weakness of the White Armies in the Russian Civil War. **[2]**

Apply above criteria to each weakness

Any **two** weaknesses:

- The White Armies were divided and had different aims. Right-wing groups wanted a return of the Tsar while the SRs wanted a return of the Constituent Assembly
- The White Armies comprised only 1/3 million men and had no command structure. They controlled the sparsely-populated outlying areas with a poor industrial base and a poor railway network which prevented coordinated attacks
- The White Armies had poor quality leaders who treated the peasants and workers very harshly. General Deniken supported the return of land to the landlords. Admiral Kolchak, who led the White Army in the East, attacked left wing SR supporters
- Foreign armies supplied weapons and money to the Whites to encourage Russia to re-enter the First World War but after 1918 the West lost interest in Russia. Bolshevik propaganda portrayed the White Armies as disloyal and the Red Army as patriotic, fighting against foreign invaders.

Any other valid point [4]

- (b) How did the Bolsheviks increase their control over Russia between the October Revolution of 1917 and the outbreak of the Civil War in 1918?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of key features and characteristics.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing 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 description and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2**

**Indicative Content**

- After the October Revolution, the Bolshevik government controlled a small area around Petrograd and Moscow. It put into practice some of the key promises in the April Theses, such as giving workers an 8 hour day and control of factories
- The Land Decree in December 1917 legalised the seizure of land from the estates of the Tsar, the nobility and the Orthodox Church. Though this went against the Bolshevik belief in state control of land, it was popular with the peasants
- The Bolsheviks won 175 seats in the elections for the Constituent Assembly, compared to 370 for the SRs. Lenin, however, refused to recognise the result and hand over control. The Red Guards closed down the Constituent Assembly by force in January 1918. This shows the ruthless determination of Lenin and the Bolsheviks to hold on to power
- The Bolsheviks were determined to take Russia out of the First World War. They believed this would be popular. In March 1918 they signed the Treaty of Brest-Litovsk with Germany. However, its severe terms shocked many Russians
- The Bolsheviks set up the Cheka, the secret police, in December 1917 to crush opposition to Bolshevik rule. The Liberals and Kadets were banned and opposition newspapers closed down. Anyone who spoke out against the Bolsheviks was arrested.

Any other valid point

[6]

- (c) Explain why the New Economic Policy (NEP) was introduced in 1921 and how it affected the lives of workers and peasants in Russia by 1924. In your answer refer to the guidelines and use other relevant knowledge.

- Reasons for the introduction of the New Economic Policy (NEP)
- Effects on the lives of workers and peasants.

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key concepts, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([6] AO1 ([9]) AO2**

**Indicative Content**

- The New Economic Policy (NEP) showed Lenin's pragmatism in recognising that War Communism was very unpopular and threatened Bolshevik control. War Communism led to high inflation and food shortages which undermined support
- During the Civil War, requisition squads terrorised peasants to provide food which led to five million deaths in a terrible famine in 1920–1921 which made the Bolsheviks unpopular
- In March 1921 a revolt by sailors at the Kronstadt naval base was supported by workers in Petrograd. These two groups had been key supporters of the Bolsheviks. This was crushed by the Bolsheviks but a series of peasant rebellions, especially in Tambov Province in 1920, also threatened Bolshevik control
- The workers and sailors resented the growing power of the Bolshevik Party and its officials and the fact that the soviets were being sidelined. Lenin decided to abandon the unpopular policy of War Communism in March 1921 and introduce the NEP
- The NEP relaxed state control over industry. This compromise meant accepting capitalist elements in the economy. Large industries and banks were retained by the state but all factories employing fewer than ten people were given back to their owners
- Most workers continued to work in state-controlled factories and industries, though piecework and incentives allowed workers to earn more and improve their standard of living
- A new currency, the new rouble, was created and private trade was legalised. As a result, private markets selling consumer goods, e.g. clothes and shoes, were set up. A new class of trader called Nepmen emerged
- The NEP changed the lives of peasants by reducing state control over agriculture and ending forced seizure of food. Peasants only had to give part of their crops to the state and were allowed to sell their surplus grain for profit on the open market. Famine ended and agricultural production began to recover

- A richer, more industrious class of peasant called kulaks emerged under the NEP and bought extra land and animals. However, most peasants remained poor and continued to use backward methods of farming.
- Any other valid point [15]

**Candidates must address both guidelines to access Level 3.**

AVAILABLE  
MARKS

25

- 6 (a) Describe **two** terms of the Nazi-Soviet Pact, August 1939.

**Target AO1:** Recall, select and communicate knowledge and understanding of history.

Award **[0]** for responses not worthy of credit

Able to identify one term with no development **[1]**

Able to identify and describe one term of the Nazi-Soviet Pact. **[2]**

Apply above criteria to each term

Any **two** terms:

- The Nazi-Soviet Pact, August 1939 was designed to secure peace between the USSR and Germany for ten years
- The Pact contained a secret clause to give eastern Poland to the USSR. Germany also allowed the USSR to recover all land in the east lost at Brest-Litovsk, e.g. Finland and the Baltic States
- A secret clause allowed the USSR and Germany to divide Poland between them without going to war. The USSR was given eastern Poland and in September 1939 the USSR and Germany invaded Poland.

Any other valid point

[4]

- (b) How did Stalin increase his control over the USSR in the 1930s?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of key features and characteristics.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing 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 description and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2**

**Indicative Content**

- Stalin used terror to deal with anyone in the Communist Party whom he suspected of being a threat to his power. The murder of Kirov, the Leningrad party leader, in 1934 marked the start of the Great Purges. Between 1934 and 1938 most of the middle and upper layers of the Communist Party were removed
- Stalin used 'Show Trials' against his leading rivals in the Communist Party. Politicians including Zinoviev and Bukharin made public confessions to outrageous crimes and were sentenced to death
- A climate of fear and suspicion existed in the USSR in the 1930s. The NKVD or secret police played a key role in enforcing Stalin's policies. Up to 20 million were sent to labour camps or gulags in Siberia
- In 1938 and 1939 there were purges of the leaders of the army, navy and the secret police
- Stalin also used the cult of personality to increase his power and used propaganda to portray himself as the saviour of the USSR.

Any other valid point

[6]

- (c) Explain the effects of the Five Year Plans on the economy and the lives of workers in the USSR between 1928 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- Effects of the Five Year Plans on the economy
- Effects of the Five Year Plans on the lives of workers.

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key concepts, key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information

clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([6]) AO1 ([9]) AO2**

**Indicative Content**

- The Five Year Plans created a planned economy, organised by Gosplan. Three Five Year Plans between 1928 and 1941 set high targets for all factories and industries in order to drive up production
- The focus of the first two Five Year Plans was heavy industry. Coal, iron, steel and oil were developed to lay the foundation for future industrial growth. The Second Five Year Plan led to significant growth in the metal and chemical industries
- The Second Five Year Plan resulted in new industries and in over 100 new cities, for example Magnitogorsk and Gorki, in remote resource-rich areas east of the Ural Mountains. The Third Five Year Plan focused on arms production to meet the threat from Germany
- By 1939 the USSR was transformed from a rural to an urban society. 38% of the Russian population was working class. A new technical elite of skilled workers emerged, with over 250 000 engineering graduates between 1928 and 1939
- Awards and honours were given to encourage increased production. The model worker was the coal miner Alexei Stakhanov who over-fulfilled his production quota by 1400%
- Workers had to work long hours for poor wages and the standard of living, especially in housing, remained poor. Absenteeism was punished by fines and loss of ration cards. Workers had to carry labour books which determined their food rations. The planned increase in production of consumer goods, e.g. shoes and clothes, in the Second and Third Five Year Plan was abandoned as resources were diverted to the military.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25

**Option 3: United States of America, c1920–1941**

- 7 (a) Describe **two** reasons why Prohibition was introduced in the USA in 1920.

**Target AO1:** Recall, select and communicate knowledge and understanding of history.

Award **[0]** for responses not worthy of credit

Able to identify one reason with no development **[1]**

Able to identify and describe one reason why Prohibition was introduced in the USA in 1920. **[2]**

Apply above criteria to each reason

Any **two** reasons:

- Pressure groups, especially the temperance movement, supported mainly by White Anglo-Saxon Protestants (WASPs), campaigned for prohibition of the sale of alcohol
- Anti-foreign feeling was an important reason for introducing Prohibition. Alcohol was associated with the lifestyle of immigrant groups, e.g. Germans and Italians
- The Anti-Saloon League blamed alcohol for absenteeism from work, addiction and social problems
- Supporters of Prohibition used medical evidence to support a ban on the sale of alcohol. Alcohol was linked to liver damage and harmful effects on pregnant women.

Any other valid point

**[4]**

- (b) How did the car industry and consumer goods affect the economy and lives of Americans in the 1920s?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of consequence.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing 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

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

**([3]) AO1 ([3]) AO2**

**Indicative Content**

- The car industry became the largest employer in the 1920s, providing employment for 7% of all workers. Women became a significant part of the workforce manufacturing consumer goods
- The car industry pioneered mass-production techniques based on electrical power. As a result, the cost of a car decreased to \$295 and became affordable for many Americans
- The car industry led to the creation of jobs in ancillary industries, e.g. road building and petrol stations. 80% of rubber and 75% of plate glass produced in the USA was used in the car industry
- The car gave people more freedom to travel and enabled people to move to better houses in the suburbs. It increased mobility and provided a source of recreation
- Washing machines, refrigerators and vacuum cleaners were the most important new consumer goods. Over 30% of households had vacuum cleaners and 24% had washing machines by 1929. These labour-saving appliances gave women more free time from household chores
- 10 million households had radios and 20 million had telephones. These enabled increased social contact and listening to sports events on radio became an important part of family life in the 1920s.

Any other valid point

[6]

- (c) Explain how black Americans and immigrants faced hostility in the USA in the 1920s. In your answer refer to the guidelines and use other relevant knowledge.

- Experiences of black Americans in the 1920s
- Experiences of immigrants in the 1920s.

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of change, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question asked. The guidelines will be used and

own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

### **Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([6]) AO1 ([9]) AO2**

### **Indicative Content**

- The Jim Crow Laws enforced segregation and ensured that black Americans in the southern states did not have equal civil rights. Black Americans were not allowed to mix with white Americans and were denied equality in education, housing and access to the law and public amenities, such as swimming pools, parks and libraries
- The Grandfather Clause prevented many black Americans in the southern states from voting. The Ku Klux Klan (KKK) threatened them at polling stations. They were excluded from juries or high legal office and it was difficult to buy property. The KKK had 5 million members in 1925 and used violence and intimidation to ensure the supremacy of the WASPs. Over 400 black Americans were lynched in the 1920s
- The decline in demand for cotton in the 1920s led to 1.5 million black Americans migrating to the northern industrial cities, where most had poorly-paid work and lived in ghettos. Very few black Americans obtained skilled employment in the car factories
- Over 40 million immigrants came to the USA from 1890 until 1914. Most immigrants lived in ghettos in the big cities and were linked to a growth in crime. Criminal gangs, especially the Italian Mafia emerged in the 1920s
- There were strong fears that new immigrants would start a communist revolution in the USA. The Palmer Raids in 1919–1920 led to the arrest and deportation of thousands of immigrants suspected of being communist sympathisers in the Red Scare
- The Sacco and Vanzetti case symbolised intolerance towards immigrants in the legal system, as two Italians were executed in 1927 in a famous miscarriage of justice
- The end of the Open Door policy caused problems for immigrants. Three laws in the 1920s greatly reduced 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 from Asia and Eastern Europe.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25

- 8 (a) Describe **two** ways in which share speculation helped cause the Wall Street Crash in October 1929.

**Target AO1:** Recall, select and communicate knowledge and understanding of history.

Award **[0]** for responses not worthy of credit

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

Able to identify and describe one way share speculation helped cause the Wall Street Crash. **[2]**

Apply above criteria to each way

Any **two** ways:

- There was no regulation of the USA Stock Exchange in the 1920s. A share-buying craze between 1927 and 1929 pushed the value of shares far higher than company profits
- Speculators bought shares 'on the margin' with money borrowed from banks. This allowed people to borrow 90% of the share price and sell the shares later at a profit
- Banks loaned \$9 billion to stockbrokers and speculators in 1929. Share speculation was based on confidence that the economic boom would continue
- In October 1929 a loss of confidence led to banks putting pressure on speculators to repay loans. This led to panic selling and a collapse in the value of shares.

Any other valid point

[4]

- (b) How did President Hoover deal with the effects of the Great Depression between 1929 and 1932?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of cause.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing 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

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

**([3]) AO1 ([3]) AO2**

**Indicative Content**

- In 1929 Hoover cut taxes by \$130 million to help stimulate investment, but this had little effect. Hoover justified limited federal intervention before 1931 and relied on 'voluntarism' or voluntary agreements between employers and workers
- In 1929 Hoover set up the Farm Board to buy surplus produce and help increase food prices for farmers. However, with a budget of only \$500 million it was unable to halt the slide in agricultural prices
- In 1930 the Hawley-Smoot Act increased tariffs by 50%. This aimed to protect American industry and jobs but world trade slowed down as other countries retaliated. This caused overproduction and falling prices, especially for farmers who relied on exports
- In 1931 the federal government reversed its laissez-faire policy and provided \$423 million for a building programme to provide new jobs, especially the scheme to build the Hoover Dam on the Colorado River
- In 1931 Hoover set up the Reconstruction Finance Corporation (RFC). The federal government loaned \$1500 million to help banks and businesses in difficulty
- In 1931 President Hoover set up the President's Organisation for Unemployment Relief (POUR) to organise a national fundraising campaign to ease the effects of poverty.

Any other valid point

[6]

- (c) Explain how the Great Depression affected the lives of people in the cities and the countryside in the USA between 1929 and 1932. In your answer refer to the guidelines and use other relevant knowledge.

- Effects on the lives of people in the cities
- Effects on the lives of people in the countryside.

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of change, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question asked. The guidelines will be used and

own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

### **Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed explanation of the question. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([6]) AO1 ([9]) AO2**

### **Indicative Content**

- By 1932, 14 million or 25% of the workforce was unemployed. There was no unemployment benefit and the unemployed suffered great hardship. Thousands of people queued in breadlines for free bread and soup from private charities. Thousands went hungry and one-third of all children in New York were malnourished
- Unemployed people who could not pay their rent or mortgage were evicted and moved to shanty towns consisting of cardboard and tin huts, sarcastically called Hoovervilles
- Many unemployed tramped the streets looking for work. Two million hobos travelled illegally on freight trains all over the USA in search of seasonal work. Some tried to make a living by selling coal and apples
- Those in employment worried about the security of their jobs. Employers cut wage rates and the average hourly wage in manufacturing industries fell from 59 cents to 44 cents between 1929 and 1933. Workers also had to work longer hours
- Farmers had missed out on the economic boom of the 1920s when grain and meat prices fell. The price of wheat fell from 103c per ton in 1929 to 38c per ton in 1933. Many farmers had borrowed heavily from banks in order to purchase new machinery to increase production. By 1932, over 40% of all farms were mortgaged to banks due to debt
- Many sharecroppers and farm labourers lost their jobs and experienced great hardship and hunger. At the same time, farmers were forced to destroy crops because it was too expensive to harvest them
- In the Mid-West, the position of farmers was worsened by the Dust Bowl. Drought and over-cropped soil led to dust storms which ruined millions of acres of previously-fertile land. Thousands of farmers from Oklahoma and Arkansas migrated west to California in search of a new life as farm labourers.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25

- 9 (a) Describe **two** effects of the National Recovery Administration (NRA) on the lives of workers in the USA.

**Target AO1:** Recall, select and communicate knowledge and understanding of history.

Award **[0]** for responses not worthy of credit

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

Able to identify and describe one effect of the National Recovery Administration (NRA) on the lives of workers in the USA. **[2]**

Apply above criteria to each effect

Any **two** effects:

- The National Recovery Administration (NRA) aimed to improve cooperation between management and workers. The NRA drew up codes to deal with wages, conditions and hours of work and banned child labour
- The Wagner Act in 1935 legalised trade unions and gave workers the right to negotiate wages and conditions with employers. Many employers bitterly resisted the trade unions
- The Social Security Act in 1935 established unemployment benefit and retirement pensions funded by a tax on employers. The federal government took greater responsibility for meeting the needs of vulnerable groups in society.

Any other valid point

[4]

- (b) Why did different groups and individuals in the USA oppose Roosevelt's New Deal?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of cause.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing 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 description and analysis of the question. Writing communicates ideas

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

**([3]) AO1 ([3]) AO2**

**Indicative Content**

- The Supreme Court opposed the New Deal because it had a Republican majority and was hostile to the active role played by the federal government. It was the 'Guardian of the Constitution' and ruled that Roosevelt and Congress exceeded their powers
- The Republican Party opposed the New Deal because it claimed that Roosevelt was making the federal government too powerful. It accused Roosevelt of behaving like a dictator
- The Republican Party and Big Business accused Roosevelt of excessive spending of taxpayers' money in the funding of the New Deal agencies. The New Deal agencies cost \$17 billion and were criticised as 'boondoggles' and a waste of taxpayers' money
- Key individuals criticised the limited nature of Roosevelt's attempts to end the Great Depression. Dr Francis Townsend believed that the New Deal did little to help the retired and elderly. Fr Charles Coughlin, a prominent Catholic priest, used his sermons and radio broadcasts to criticise Roosevelt's New Deal for not doing enough to reduce poverty and reducing unemployment
- Roosevelt's most dangerous opponent was Senator Huey Long, who wanted to replace Roosevelt as the Democrats' candidate in the 1936 election. He gained much popularity with his radical 'Share Our Wealth' scheme.

Any other valid point

[6]

**(c)** Explain how the New Deal agencies affected agriculture and the lives of people in the countryside. In your answer refer to the guidelines and use other relevant knowledge.

- Effects of the Agricultural Adjustment Administration (AAA)
- Effects of the Civilian Conservation Corps (CCC) and the Tennessee Valley Authority (TVA).

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of change, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question asked. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([6]) AO1 ([9]) AO2****Indicative Content**

- The Agricultural Adjustment Administration (AAA) was central to the New Deal's attempts to address problems of oversupply and low prices and aimed to increase farm prices and the incomes of farmers
- The AAA paid compensation to farmers to reduce the amount of crops sown and animals bred. Six million piglets were killed and millions of acres of cotton and wheat were ploughed up. By 1934 food prices increased, farm debt was halved and farm income increased by 50%
- In 1930, only 10% of farms had electricity and the Rural Electrification Administration gave farmers money to install electricity. By 1939, with the help of federal government loans, 40% of farms had electricity
- The AAA did little to help farm labourers and sharecroppers. Later agencies such as the Farm Security Administration gave loans to sharecroppers and farm labourers to buy their own land. However, most farm labourers experienced continued hardship and poverty in the 1930s
- The Civilian Conservation Corps (CCC) provided work for unemployed young men on conservation projects, e.g. planting trees and digging canals, which brought long-term benefits to farming and the environment
- The Tennessee Valley Authority (TVA) transformed the infrastructure of the Tennessee Valley, an area covering seven states. Twenty one dams were constructed on the Tennessee River to control water flow and make farmland in this area of 40 000 square miles productive again
- New hydro-electric power stations provided cheap electricity which benefited farmers. A 650 mile waterway linked the major river systems and helped improve access to the area and increase trade and tourism.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25

**Section A**

**50**

## Section B

**Option 4: Peace, War and Neutrality:  
Britain, Northern Ireland and Ireland, 1932–1949**

**10 (a) (i) Study Source A**

Using **Source A**, and **your own knowledge**, describe how Britain hoped to defeat Germany in the Battle of Britain in 1940.

**Target AO1 and AO3:** Recall, select and communicate knowledge and understanding of the past; understand source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers at this level will address the question in a general way and offer a limited description of how Britain hoped to defeat Germany in the Battle of Britain. Answers make very little reference to Source A and little or no own knowledge is used.

**Level 2 ([3]–[4])**

Answers at this level will offer a more detailed description of how Britain hoped to defeat Germany in the Battle of Britain using Source A. Answers will use some own knowledge to support their answer. There will be gaps in the response.

**Level 3 ([5]–[6])**

Answers at this level will offer a full and accurate description of how Britain hoped to defeat Germany in the Battle of Britain using Source A. Relevant and accurate own knowledge will be used to support the answer.

**([3]) AO1 ([3]) AO3**

Answers may include some of the following:

- The Royal Air Force (RAF) was vital in Britain's plans to defeat a German invasion. Source A states 'let us have faith in our air force'. Source A also states that 'the RAF will keep control of the skies over the English Channel'
- Radar enabled the RAF to detect German aircraft when they were over 30 miles from the British coast. This would allow the RAF to intercept German planes before they reached England
- The new Hurricane and Spitfire aircraft were fast and would give the RAF an advantage
- Defence preparations such as barrage balloons and anti-aircraft guns provided additional support to the RAF. Source A states that 'our factories will produce weapons to defend Britain'
- Civilian volunteers would enforce strict blackout rules to make it more difficult for the Luftwaffe to bomb cities. Source A refers to using the 'Home Guard to save Britain'.

Any other valid point

[6]

**(ii) Study Source B**

Using **Source B**, and **your own knowledge**, explain the reasons for the Economic War between the Irish Free State and Britain in the period 1932 to 1938.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrates understanding of the past through explanation of significance; understands source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers at this level will address the question in a general way. Answers may describe Source B and use limited own knowledge. Explanation, if any, will be weak.

**Level 2 ([4]–[6])**

Answers at this level will provide a more detailed explanation and analysis of the reasons for the Economic War between the Irish Free State and Britain in the period 1932 to 1938. The content of Source B and some own knowledge will be used to provide a more informed response.

**Level 3 ([7]–[9])**

Answers at this level will offer a more detailed and developed explanation of the reasons for the Economic War between the Irish Free State and Britain in the period 1932 to 1938. Source B will be used fully and accurately. Own knowledge will be used to provide an informed response.

**([3]) AO1 ([3]) AO2 ([3]) AO3**

Answers may include some of the following using Source B and their own knowledge:

- De Valera saw the land annuities as a symbol of Britain's control over Ireland which he wanted to break. De Valera warned in Source B that 'if the British should succeed in their actions, we (Ireland) could have no freedom'
- The Irish economy was suffering from the consequences of a global economic depression. De Valera believed that making the Irish Free State continue to pay the annuities 'is unfair' (Source B)
- De Valera wanted to dismantle the Anglo-Irish Treaty. The land annuities were a symbol of the influence of Britain over the Irish Free State which de Valera wanted to remove. De Valera saw the refusal to pay the land annuities as a test of 'whether this nation is going to be free or not' (Source B)
- De Valera discontinued payment of land annuities in 1933. Source B states that the Irish government decided to refuse to pay land annuities. This was a major reason for the Economic War
- De Valera refused to pay land annuities to Britain because farmers in Northern Ireland did not have to pay them. Irish farmers had resented making these payments as they believed that they should not pay for land which they already owned

- Britain was angry because these land annuities were worth £5 million per year and it imposed a 20% duty on Irish imports to the UK. De Valera retaliated by imposing a similar duty on UK imports to Éire.

Any other valid point

[9]

**(iii) Study Source C**

**Source C** suggests that in the period 1945–1949, life in Éire contrasted with life in Northern Ireland.

How far do you agree with the view that the economy and living standards were better in Northern Ireland than in Éire between 1945 and 1949? Explain your answer using **Source C** and **your own knowledge**.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how historical events have been interpreted and represented in different ways.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[4])**

Limited and generalised response which only partially addresses the question. Candidates may extract limited information from Source C which outlines one view on developments in the economy and living standards in Northern Ireland and Éire between 1945 and 1949. Candidates may also include some general points from their own knowledge. Writing communicates ideas using a limited range of historical terminology and showing 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 ([5]–[8])**

Answers at this level will show an understanding of the different views on developments in the economy and living standards in Northern Ireland and Éire between 1945 and 1949. Candidates will use the views expressed in Source C and their own knowledge and attempt to reach a judgement on the question. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([9]–[12])**

Candidates at this level will show a clear understanding of the different views on the developments in the economy and living standards in Northern Ireland and Éire between 1945 and 1949 as outlined in Source C. Candidates will use their own knowledge to explain clearly the different interpretations on the developments of the economy and living standards in Northern Ireland and Éire between 1945 and 1949 and make reference to Source C to support their explanation. A judgement must be reached. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2 ([6]) AO3**

Answers may include some of the following from Source C:

- Source C mentions that Britain 'agreed to pay for its economic recovery' while Eire 'found itself isolated economically by Britain' (Source C). This led to a contrast between prosperity in Northern Ireland and the depressed state of Éire's economy
- Source C states that 'the Welfare State reforms gave the people of Northern Ireland free health care and improved housing.' However, Éire 'had no Welfare State' (Source C)
- Source C states that the economies of both parts of Ireland faced problems after the Second World War. Northern Ireland's 'traditional industries continued to decline and food rationing continued', while in Éire 'unemployment rose and there was a period of severe food and fuel shortages'
- However, people in Northern Ireland did not benefit equally from the reforms in housing. Source C states that 'many local councils in Northern Ireland did not allocate houses fairly'.

Answers may include some of the following own knowledge:

- The Welfare State ensured that people in Northern Ireland received free prescriptions, spectacles and free dental treatment. This helped reduce the death rate and improve health. There was no Welfare State in Éire and people had to pay for their own medical and dental treatment
- The living standards for many people in Northern Ireland improved through the provision of family allowance, national assistance and non-contributory pensions which were almost non-existent in Éire
- The Housing Trust built new houses in Northern Ireland, e.g. the Woodlands estate in Gilford. Local councils were also encouraged to construct houses. Building materials of all kinds were in short supply in Éire and very few new houses were built by 1949
- Éire suffered severe economic depression after 1945. Rationing continued and during the severe winter of 1947, Éire experienced severe shortages of coal and industry suffered. Some trains had to be temporarily converted to oil burning. Northern Ireland was not as severely affected as it relied on the British Government for money and coal supplies
- Emigration from Éire reached 40 000 per year in the late 1940s which supports the argument that the economy and standard of living was less favourable in Éire between 1945 and 1949.

Any other valid point

[12]

- (b) How did industry and agriculture in Northern Ireland contribute to the British war effort between 1939 and 1945?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of consequence, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 include more relevant detail linked to the question and there will be some explanation and analysis. Writing communicates ideas using historical terms accurately and showing 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 the question. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2**

Answers may include some of the following:

- Harland and Wolff produced and repaired ships, vital for the war effort. 140 warships were built and over 3000 ships repaired. It also managed the Foyle Yard in Derry/Londonderry, which acted as a repair base for Atlantic convoy escorts
- Shorts and Harland made over 1200 Stirling bombers and 125 Sunderland flying boats. Northern Ireland factories produced 180 million bullets and 75 million shells
- Textile factories produced 200 million metres of cloth, which was made into uniforms and parachutes
- The Ministry of Agriculture became responsible for the purchase, distribution and sale of food during the war. Northern Ireland supplied 20% of the UK requirement for eggs and exported £3 million worth of sheep and cattle each year
- Pressure to increase food production, e.g. the “Dig for Victory” campaign led to an increase in tillage, especially corn and barley. The acreage of flax increased six-fold to help the linen industry. The number of allotments increased from 2000 in 1939 to 8000 by 1945.

Any other valid point

[6]

(c) How effective was Éire's policy of neutrality during the Second World War?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of consequence, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the statement. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[11])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. Answers will attempt to reach a judgement to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([12]–[17])**

Answers will provide a full, focused explanation and analysis of the question. Answers will reach a judgement in relation to the question. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([5]) AO1 ([12]) AO2**

Answers may include some of the following:

- De Valera had always made it clear that if war broke out, Éire would remain neutral. Neutrality provided an opportunity for Éire to operate an independent foreign policy
- In spite of neutrality, thousands of Éire citizens joined the British Army and Navy
- 100 000 people from Éire worked in British munitions factories
- De Valera followed a policy of benevolent neutrality. In a secret deal, he allowed the RAF to use the Donegal Air Corridor, which improved the effectiveness of Atlantic patrols and showed that Éire did not totally enforce neutrality
- Éire resisted American pressure to end its neutrality after the USA entered the war in 1941. De Valera protested at the arrival of US troops in Northern Ireland. Éire enforced neutrality by denying the Allies use of Irish ports and airfields
- Éire secretly allowed Allied airmen who crashed to be repatriated, while their German counterparts were interned
- Éire was directly affected on one occasion, when German aircraft bombed Dublin on 30–31 May 1941, killing 28 people. De Valera also

- sent fire engines to help with the effects of the Blitz on Belfast
  - Trade with Britain declined, as ships were needed for the war effort. Due to a shortage of imported raw materials, many industries in Éire closed down. There was a sharp increase in cross-border smuggling of food between Éire and Northern Ireland
  - There were no blackout regulations in Éire and social activities continued as normal. As a result, many British servicemen crossed into Éire for entertainment
  - De Valera refused military assistance to both sides and ensured that news bulletins gave only factual reports about the war
  - Weather forecasts ceased to be broadcast in case they helped either side
  - De Valera went to great lengths in his efforts to display even-handedness.
- Any other valid point [17]

### Assessment of spelling, punctuation and the accurate use of grammar

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit SPaG marks may still be awarded.

Award [0] for responses not worthy of credit

#### Level 1 Threshold performance (1 mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

#### Level 2 Intermediate performance (2–3 marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of demands of the question. Where required, candidates use a good range of specialist terms with facility.

#### Level 3 High performance (4–5 marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision. [5]

55

**Option 5: Changing Relationships:  
Britain, Northern Ireland and the Republic of Ireland, 1965–1985**

**11 (a) (i) Study Source A**

Using **Source A**, and **your own knowledge**, describe Prime Minister Terence O’Neill’s attempts to improve relations with the Republic of Ireland in the 1960s.

**Target AO1 and AO3:** Recall, select and communicate knowledge and understanding of the past; understand source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers at this level will address the question in a general way and offer a limited description of O’Neill’s attempts to improve relations with the Republic of Ireland. Answers will make very little reference to Source A and limited or no own knowledge is used.

**Level 2 ([3]–[4])**

Answers at this level will offer a more detailed description of O’Neill’s attempts to improve relations with the Republic of Ireland using Source A. Answers will use some own knowledge to support their answer. There will be gaps in the response.

**Level 3 ([5]–[6])**

Answers at this level will offer a full and accurate description of O’Neill’s attempts to improve relations with the Republic of Ireland using Source A. Relevant and accurate own knowledge will be used to support the answer.

**([3]) AO1 ([3]) AO3**

Answers may include some of the following:

- Source A makes reference to the ‘first face-to-face meeting... since 1925’ of the leaders of Northern Ireland and the Republic of Ireland
- Source A also makes reference to how this meeting was historic, in that it was the first meeting in ‘forty years’, which was an ‘indication of the tensions that had existed’
- Source A concludes that O’Neill tried to improve relations with the Republic of Ireland because they shared “the same rivers, the same mountains and some of the same problems”
- O’Neill also met with Lemass’ successor Jack Lynch in December 1967
- O’Neill also visited Dublin. Discussions focused on economic co-operation between Northern Ireland and the Republic of Ireland. This is referred to in Source A
- Discussions also took place between northern and southern ministers on issues such as tourism and electrical link-ups.

Any other valid point

[6]

**(ii) Study Source B**

Using **Source B**, and **your own knowledge**, explain why republican prisoners went on hunger strike in 1980 and 1981.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrates understanding of the past through explanation of significance; understands source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers at this level will address the question in a general way. Answers may describe Source B and use limited own knowledge. Explanation, if any, will be weak.

**Level 2 ([4]–[6])**

Answers at this level will provide a more detailed analysis of the main reasons why republican prisoners went on hunger strike in 1980 and 1981. The content of Source B and some own knowledge will be used to provide a more informed response.

**Level 3 ([7]–[9])**

Answers at this level will offer a more detailed and developed explanation of the main reasons why republican prisoners went on hunger strike in 1980 and 1981. Source B will be used fully and accurately. Own knowledge will be used to provide an informed response.

**([3]) AO1 ([3]) AO2 ([3]) AO3**

Answers may include some of the following using Source B and their own knowledge:

- Source B states that ‘During the 1970s the British government introduced a range of policies designed to defeat paramilitary violence’
- ‘These policies were unpopular, especially amongst republican prisoners’ (Source B). Republican prisoners began a range of ‘protests’ in response (Source B). These included the ‘blanket’ and ‘dirty’ protest (Source B)
- Hunger strike was seen as a ‘last method of achieving their demands’. This is referred to in Source B
- The hunger strikes of 1980 and 1981 were started in an attempt to restore Special Category Status, which had been removed from prisoners in Northern Ireland in 1976
- Hunger strikes were a traditional republican tactic which had worked in the past
- 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. Simple reliance on the armed struggle was not working. Increasingly, British intelligence was beginning to infiltrate IRA cells.

Any other valid point

[9]

**(iii) Study Source C**

Source C suggests that the reason for the introduction of British troops to Northern Ireland was to “keep Catholics and Protestants apart”.

How far do you agree with the view that the only reason for the introduction of British troops to Northern Ireland was to keep both communities apart? Explain your answer using **Source C** and **your own knowledge**.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how historical events have been interpreted and represented in different ways.

Award **[0]** for responses not worthy of credit

**Level 1 ([1]–[4])**

Limited and generalised response which only partially addresses the question. Candidates may extract limited information from Source C which outlines one view on the reasons for the introduction of British troops to Northern Ireland. Candidates may also include some general points from their own knowledge. Writing communicates ideas using a limited range of historical terminology and showing 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 ([5]–[8])**

Answers at this level will show an understanding of the different views on the reasons for the introduction of British troops to Northern Ireland. Candidates will use the view expressed in Source C and their own knowledge and attempt to reach a judgement on the reasons for the introduction of British troops to Northern Ireland. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([9]–[12])**

Candidates at this level will show a clear understanding of the view expressed in Source C regarding the reasons for the introduction of British troops to Northern Ireland. Candidates will use their own knowledge to explain clearly the different interpretations on the reasons for the introduction of British troops to Northern Ireland and make reference to Source C to support their explanation. A judgement must be reached. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2 ([6]) AO3**

Answers may include some of the following information from Source C:

- Source C states 'The view of many at the time, including some of the media, was that British troops were sent to Northern Ireland to keep Catholics and Protestants apart'. This supports the idea that British troops were sent in to keep the two communities apart
- Source C also states that the violence 'reached a peak in the summer of 1969'. This would suggest that British troops were sent to Northern Ireland to restore law and order
- Source C indicates that during the events of August 1969 'rioting continued for fifty hours'. This suggests that British troops were needed to act as peacekeepers and keep the two communities apart.

Answers may include some of the following own knowledge:

- There was sectarian violence in Belfast which mainly took the form of house burnings. Seven people lost their lives while 100 were wounded
- Violence in Derry/Londonderry following the Apprentice Boys parade had led to fifty hours of continuous rioting. The government of the Republic of Ireland had threatened to intervene to deal with the violence and the British government felt the need to intervene
- The RUC was too exhausted to cope with the situation and the British government felt that additional support was needed in the form of the British troops.

Any other valid point

[12]

- (b) In what ways did the people of Northern Ireland oppose the power-sharing Executive in 1973 and 1974?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of consequence.

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing 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 include more relevant detail linked to the question and there will be some explanation and analysis. Writing communicates ideas using historical terms accurately and showing 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. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2**

Answers may include some of the following:

- Anti-power-sharing unionists, known as the United Ulster Unionist Council (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 UUUC contested the 1974 General Election and won 11 out of the 12 seats
- The Ulster Workers' Council (UWC) Strike, May 1974, 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
- Loyalist bombs in Dublin and Monaghan killed over 30 people
- The IRA was not satisfied with power-sharing and set off a series of bombs in London in December 1973.

Any other valid point

[6]

- (c) How effective were the civil right movements in achieving their demands in Northern Ireland during the 1960s?

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key events, key features and characteristics of the period studied.

Award **[0]** for responses not worthy of credit

#### **Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the statement. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing 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 ([6]–[11])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. Answers will attempt to reach a judgement to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

#### **Level 3 ([12]–[17])**

Answers will provide a full, focused explanation and analysis of the question to provide a balanced and well informed response. Answers will reach a judgement in relation to the question. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([5]) AO1 ([12]) AO2**

Answers may include some of the following:

- A housing protest took place in Caledon Co Tyrone, led by nationalist MP Austin Currie. This was in protest at one instance of unfair housing allocation by the Dungannon Rural District Council
- There was a Northern Ireland Civil Rights Association (NICRA) march from Coalisland to Dungannon in August 1968 to highlight the housing situation. Although the RUC prevented it from going in to the town centre, an alternative rally was held at the police barricade. It eventually passed off without incident. Fair allocation of housing was one of NICRA's key demands
- A NICRA march was held in Derry/Londonderry in October 1968. This was banned, but went ahead anyway, passing through some Protestant areas. All this led to clashes between the RUC and the marchers, with heavy-handed tactics being used by the police. NICRA used civil disobedience as a tactic, but were keen to follow a non-violent route
- There were attempts to get publicity. For example, the NICRA march in Derry/Londonderry was filmed by an RTE television crew. Many within the civil rights movement felt this was effective in gaining support
- Civil rights protesters used placards and protest songs to get their message across. One example of a protest song was "We Shall Overcome", which was borrowed from the US civil rights movement
- Representations were made to the Minister for Home Affairs, William Craig, in an attempt to win civil rights
- O'Neill's announcement of the Five-Point Reform Programme would certainly suggest that some of NICRA's aims had been fully or partially achieved. Significantly, one of NICRA's key demands of 'one man, one vote' was not realised and therefore all of their demands were not met. Some within the civil rights movement were disillusioned by this and highlighted that the movement had not been fully effective
- The emergence of a more radical movement, People's Democracy (PD), suggested that NICRA had not been effective and that not everyone was satisfied at the pace of reform. A march took place from Belfast to Derry/Londonderry in January 1969. The PD ignored condemnation from NICRA and nationalist leaders, provoking unionists further by going through a number of Protestant areas.

Any other valid point

[17]

### **Assessment of spelling, punctuation and the accurate use of grammar**

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award **[0]** for responses not worthy of credit

### **Level 1 Threshold performance (1 mark)**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands for the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

**Level 2 Intermediate performance (2–3 marks)**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

**Level 3 High performance (4–5 marks)**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[5]

**Section B****Total****AVAILABLE  
MARKS**

55

**55****105**