



**General Certificate of Secondary Education
2017**

History

**Unit 1: Studies in Depth
Foundation Tier**

[GHT11]

MONDAY 5 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which 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 given in the Mark Scheme is for **teacher guidance** and candidates are not expected to cover **every** point suggested.

1 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the fall of the Weimar Republic:

Brüning	Unemployed	Hindenburg	Von Papen	Communists
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Appointed as Hitler's Vice-chancellor **Von Papen**
- (ii) President who appointed Hitler as Chancellor Hindenburg [1]
- (iii) Supported the Nazis Unemployed [1]
- (iv) Hated by the Nazis Communists [1]
- (v) Nicknamed the 'Hunger Chancellor' Brüning [1]

[1] for **each** correct answer.

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

- (b) Describe **two** ways in which the actions of Gustav Stresemann helped Germany to recover from the hyperinflation crisis of 1923.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

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

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

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

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

Apply above criteria to each way

Any **two** ways:

- Stresemann got striking workers to end passive resistance, getting production going again
- Germany started paying reparations again which led to the French leaving the Ruhr. Germany was able to keep the goods it produced
- A new currency, the Rentenmark, and a new national bank were established
- The Dawes Plan reduced the size of the reparations instalments that Germany had to pay. It also brought in loans from the USA which provided investment for German businesses.

Any other valid point

[6]

AVAILABLE
MARKS

- (c) Below are two ways in which Germany was affected by the Treaty of Versailles.

Choose **one** way and explain how it affected Germany by 1923.

Loss of land	War Guilt and reparations
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

Level 1 ([1]–[2])

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

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 describe but not explain the effects of the way chosen. Candidates give an account of the way chosen but how it affected Germany is not developed.

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 explain how the way chosen affected Germany. Candidates demonstrate an understanding of the effects of the way.

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

Loss of land

- The Treaty meant that Germany lost 10% of its land. Eupen and Malmedy were given to Belgium. West Posen and Prussia were given to Poland. Alsace-Lorraine was given to France. It also lost all of its overseas colonies
- This land contained 16% of its coalfields and half of its iron and steel industry, so Germany was left with fewer natural resources
- The land taken away from Germany contained 6 million people who had previously paid taxes to the government.

AVAILABLE
MARKS

War Guilt and reparations

- Germany was forced to accept Article 231 of the Treaty, otherwise known as the War Guilt Clause. This made them accept the blame for starting World War One. As a result they had to pay reparations which were set at £6 600 million
- Germany did not keep up with its reparations payments and so the French invaded the Ruhr to take what was owed to them in goods. The German government ordered passive resistance and it printed extra money to pay the striking workers
- Inflation began to rise so the Weimar government continued to print new banknotes. This led to hyperinflation and the currency became worthless.

Any other valid point

[6]

- (d) How did different groups try to oppose the Weimar Governments between 1919 and 1923?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the violent opposition.

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 ([4]–[6])

Answers will be more detailed with some analysis of the violent opposition. There may be omissions and lack of focus on explanation.

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 ([7]–[9])

Answers will explain the issue or event studied, providing more accurate detail and analysis of the violent opposition.

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 ([6] AO2

Indicative Content

- In the Spartacist Rising of January 1919 a group of communists tried to seize government buildings in Berlin. It was ended by the Freikorps and the leaders Karl Liebknecht and Rosa Luxemburg were killed
- In the Kapp Putsch of March 1920, Wolfgang Kapp led a group which included many Freikorps. They took over government buildings in Berlin and were hoping to install a new right-wing government

AVAILABLE
MARKS

- In the Red Rising of 1920 workers who had gone on strike to stop the Kapp Putsch refused to go back to work. They wanted to start their own soviet
- In a putsch of 1923 Hitler and approximately 2000 Nazis tried to take power in Munich. They went to a beer hall to try to gain the support of Bavarian leaders
- Von Lossow and von Kahr promised to join Hitler and planned to march to Berlin to seize power, but instead police arrested Hitler and 16 Nazis were killed.

Any other valid point

[9]

AVAILABLE
MARKS

25

2 Target AO1: Recall of knowledge

(a) Below is a list of words linked with the Nazi consolidation of power:

Army	Enabling Law	Law for the Protection of People and State	Führer	SS
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- | | | |
|--|--|-----|
| (i) Title taken by Hitler in August 1934 | Führer | |
| (ii) Allowed the arrest of Nazi opponents | Law for the Protection of People and State | [1] |
| (iii) Swore an oath of allegiance to Hitler in August 1934 | Army | [1] |
| (iv) Carried out the Night of the Long Knives | SS | [1] |
| (v) Allowed Hitler to pass his own laws | Enabling Law | [1] |

[1] for **each** correct answer.

If no answer is correct award [0]

(b) Describe **two** ways in which Nazi actions affected the lives of workers in Germany between 1933 and 1939.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit

Able to identify one way with no description [1]

Able to identify one way with limited description [2]

Able to identify one way with detailed description [3]

Apply above criteria to each way

Any **two** ways:

- The National Labour Service (RAD) was created. All 18–25 year old men had to join. They laboured on public work schemes in return for food, shelter and pocket money rather than wages
- After conscription was introduced in 1935 all men had to do a period of compulsory military service
- Professional women and Jews were sacked from their jobs
- Strength Through Joy (KDF) was established. This was an organisation which organised the leisure time of workers. It provided activities such as hiking trips and holidays.

Any other valid point

[6]

AVAILABLE
MARKS

(c) Below are two ways in which the Nazis tried to control the German people.

Choose **one** way and explain how it was used to control the German people.

Propaganda	Censorship
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

Level 1 ([1]–[2])

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

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 describe but not explain the effects of the way chosen.

Candidates give an account of the way chosen but how it was used to control the German people is not developed.

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 explain how the way chosen helped the Nazis to control people living in Germany. Candidates demonstrate an understanding of the effects of the way.

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

([3] AO1 ([3] AO2)

Indicative Content

Propaganda

- Propaganda films were made by the Nazis and shown in cinemas. It was compulsory to watch Nazi propaganda before other feature films
- Parades and rallies were held at different stages of the year to glorify Germany and important anniversaries, e.g. Nuremberg Rallies
- Many pro-Nazi radio broadcasts were made. The 'People's Receiver' was created so that people could buy their own sets and listen to official broadcasts at home. Loudspeakers were put up in public places so that everyone could listen.

Censorship

- All non-Nazi newspapers were banned and it was very difficult to listen to foreign radio stations

AVAILABLE
MARKS

- A list of banned books was drawn up and many were destroyed in public book burnings
 - Telling anti-Nazi jokes was not allowed.
- Any other valid point [6]

(d) How did the Nazis try to control the lives of women in Germany between 1933 and 1939?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the ways in which the Nazis tried to control women.

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 ([4]–[6])

Answers will be more detailed with some analysis of the ways in which the Nazis tried to control women. There may be omissions and lack of focus on explanation.

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 ([7]–[9])

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main ways in which the Nazis tried to control women.

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 ([6] AO2

Indicative Content

- Professional women were sacked from their jobs so that they could concentrate on childbearing
- Women were discouraged from dieting and smoking as these may have interfered with fertility
- Women were encouraged to exercise, to dress traditionally and go without make-up
- The Motherhood Cross was introduced as an incentive for women to have a lot of children. A bronze medal was awarded for having 4 children, silver for 6, gold for 8. It was awarded to women on the birthday of Hitler's mother
- To encourage women to have larger families, newly-married couples were given a loan of 1000 marks. For each child they had they could keep a quarter of this

AVAILABLE
MARKS

- Lebensborn were established to encourage single women to become pregnant by SS men.

Any other valid point

[9]

AVAILABLE
MARKS

25

3 Target AO1: Recall of knowledge

(a) Below is a list of words linked to Nazi foreign policy:

Poland	Stresa Front	Lebensraum	USSR	Grossdeutschland
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- | | | | |
|-------|---|----------------------------|-----|
| (i) | Formed against the Nazis in 1935 | <u>Stresa Front</u> | |
| (ii) | Country led by Joseph Stalin | USSR | [1] |
| (iii) | German word for uniting German speaking countries | Grossdeutschland | [1] |
| (iv) | Country invaded by Germany in 1939 | Poland | [1] |
| (v) | German word for living space | Lebensraum | [1] |

[1] for **each** correct answer.

If no answer is correct, award [0]

(b) Describe **two** reasons why the Nazis wanted to take control of Austria.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit

Able to identify one reason with no description [1]

Able to identify one reason with limited description [2]

Able to identify one reason with detailed description [3]

Apply above criteria to each reason

Any **two** reasons:

- Hitler was Austrian himself and wanted to be in control of the country of his birth
- Hitler wanted to achieve Grossdeutschland by uniting all German-speaking people in one country
- Austria had natural resources which could help Germany to become self-sufficient
- Austria had a large army that could be used by Germany to invade other countries.

Any other valid point [6]

AVAILABLE
MARKS

(c) Below are two ways in which Germany broke the Treaty of Versailles.

Choose **one** way and explain how Germany broke the Treaty of Versailles.

Breaking of military terms, 1933–1935	Remilitarisation of the Rhineland, 1936
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

Level 1 ([1]–[2])

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

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 describe but not explain how the part of the Treaty chosen was broken by Germany. Candidates give an account of the events but how they affected Germany is not developed.

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 explain how Germany was able to break the part of the Treaty chosen. Candidates demonstrate an understanding of the effects of German actions.

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

Breaking of military terms, 1933–1935

- Hitler began secretly rearming Germany as soon as he became chancellor. By 1935 there were 400 000 soldiers in the army and in the same year, he announced conscription
- The German air force, or Luftwaffe, was created and by 1935 it had 2500 planes
- The Anglo-German Naval Agreement of 1935 allowed Germany to have a navy one-third the size of the British Navy.

Remilitarisation of the Rhineland, 1936

- Hitler sent 22 000 police and 15 000 soldiers into the Rhineland in 1936. He moved very cautiously and the troops had orders to turn back if they were confronted

AVAILABLE
MARKS

- Britain was sympathetic to Germany's claim that the Treaty of Versailles was too harsh, and France was too weak to take action without Britain's help
 - The policy of appeasement followed by Britain and France allowed Hitler to remilitarise the Rhineland.
- Any other valid point [6]

(d) How was Germany able to take over the Sudetenland and the rest of Czechoslovakia by 1939?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main ways in which Germany was able to take over the Sudetenland and the rest of Czechoslovakia.

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 ([4]–[6])

Answers will be more detailed with some analysis of the main ways in which Germany was able to take over the Sudetenland and the rest of Czechoslovakia. There may be omissions and lack of focus on explanation. 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 ([7]–[9])

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main ways in which Germany was able to take over the Sudetenland and the rest of Czechoslovakia.

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 ([6]) 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 Munich to meet Hitler and agreed to his demands
- Hitler then raised his claim to all of the Sudetenland and there were worries that war would break out after all. 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

AVAILABLE
MARKS

- Hitler promised that the Sudetenland would be his final claim to territory, but, in 1939 he invaded Czechoslovakia
- Germany took the territories of Bohemia and Moravia, then Slovakia. Even though the Munich Agreement had been broken, Britain and France took no action.

Any other valid point

[9]

AVAILABLE
MARKS

25

Option 2: Russia, c1916–1939

AVAILABLE
MARKS

4 Target AO1: Recall of knowledge

- (a) Below is a list of words linked to the Provisional Government in Russia in 1917:

Kornilov	Kadets	Petrograd Soviet	Kerensky	Tauride Palace
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- | | | |
|---|------------------|-----|
| (i) Group which took part in the Provisional Government | <u>Kadets</u> | |
| (ii) Place attacked by the Bolsheviks in October 1917 | Tauride Palace | [1] |
| (iii) General who marched on Petrograd in August 1917 | Kornilov | [1] |
| (iv) Leader of the Provisional Government | Kerensky | [1] |
| (v) It opposed the Provisional Government | Petrograd Soviet | [1] |

[1] for **each** correct answer.
If no answer is correct, award [0]

- (b) Describe **two** actions taken by Lenin to help the Bolsheviks take control of Russia by October 1917.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit

Able to identify one action with no description [1]

Able to identify one action with limited description [2]

Able to identify one action with detailed description [3]

Apply above criteria to **each** action

Any **two** actions:

- Lenin issued the April Theses on his return to Russia in April 1917. Its two key slogans were 'Peace, Bread and Land' and 'All Power to the Soviets'. It showed the tactics to be used to overthrow the Provisional Government
- Lenin urged non co-operation with the Provisional Government which helped to reduce its support
- In September and October, Lenin called for the immediate overthrow of the Provisional Government before the All-Russian Council of Soviets next met, and before elections to the Constituent Assembly were held. Lenin threatened to resign and his plans were accepted

- Lenin encouraged the Red Guard to take control of the Tauride Palace.
Any other valid point [6]

(c) Below are two groups of people in Russia who were affected by the First World War.

Choose **one** group and explain how it was affected by the First World War.

City workers	Peasants
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Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

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

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the group chosen or comments which could apply to either. 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 describe but not explain how the group was affected by the First World War. Candidates give an account of the group but the effects of the First World War on this group are not developed. 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 explain and demonstrate an understanding of how the group was affected by the First World War. 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

City workers

- The number of workers in cities increased from 22 million to 28 million. Workers in munitions factories worked long hours and were subject to strict discipline
- By 1916 living standards had declined as wages failed to keep up with inflation, which was 400% by the end of 1916. Meanwhile, Moscow and Petrograd had only one-half of their food and one-third of their fuel requirements by early 1917
- Food queues became common in Petrograd where thousands were unemployed, cold and hungry

AVAILABLE
MARKS

- Food and fuel shortages affected the morale of workers and led to an increase in strikes by late 1916.

Peasants

- Most of the 8 million men who were killed, wounded or taken prisoner were peasants
- War had a major impact on the production and distribution of food. Horses which were essential for farm work were taken for use in the war
- Women and the elderly had to do the farm work and food production decreased by 15%
- Peasants hoarded food in the hope of gaining higher prices as inflation increased. By the end of 1916 grain-growing areas had a glut of wheat, while bread queues in the cities were common.

Any other valid point

[6]

- (d) Why did Tsar Nicholas II and Tsarina Alexandra become unpopular by February 1917?

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]–[3])

Answers will be vague and generalised with little analysis of why Tsar Nicholas II and/or Tsarina Alexandra became unpopular. 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 ([4]–[6])

Answers will be more detailed with some analysis of why Tsar Nicholas II and Tsarina Alexandra became unpopular. There may be omissions and lack of focus on explanation. 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 ([7]–[9])

Answers will explain why Tsar Nicholas II and Tsarina Alexandra became unpopular, providing more accurate detail and analysis of the main consequences or effects of the event or issue. 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 ([6]) AO2

Indicative Content

- Tsar Nicholas made himself Commander-in-Chief of the Russian army in August 1915 after the defeats at Tannenberg and the Masurian Lakes in 1914. This was a mistake as he was now personally responsible for Russia's performance in the war

AVAILABLE
MARKS

- Nicholas left Petrograd and went to the army headquarters at Mogilev, leaving control of the government to Tsarina Alexandra
- In February 1917 the leader of the Fourth Duma warned Nicholas about the worsening situation in Petrograd. Nicholas ignored the Duma's advice and dissolved it
- Alexandra supported autocracy and refused to co-operate with the Duma. She sacked 36 government ministers in 1915 and 1916. This 'ministerial leapfrogging' destabilised the government
- The growing influence of Rasputin over Tsarina Alexandra was resented. Many in Russia thought Rasputin had too much influence. Others were concerned by his immoral lifestyle
- Alexandra's rule also alienated the nobility, one of the pillars of autocracy. Rasputin had much control over government appointments. Many of those he did not appoint resented him.

Any other valid point

[9]

AVAILABLE
MARKS

25

5 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the Russian Civil War of 1918 to 1921:

Socialist Revolutionaries (SRs)	Kolchak	Cheka	Ekaterinburg	Trotsky
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) The Russian royal family was assassinated here in July 1918 **Ekaterinburg**
- (ii) Commander of the Red Army Trotsky [1]
- (iii) Group which opposed the Bolsheviks Socialist Revolutionaries (SRs) [1]
- (iv) Commander in the White Armies Kolchak [1]
- (v) Group which carried out the Red Terror Cheka [1]

[1] for **each** correct answer.
If no answer is correct, award [0]

(b) Describe **two** effects of the Treaty of Brest-Litovsk on Russia.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one effect with no description [1]
Able to identify one effect with limited description [2]
Able to identify one effect with detailed description [3]
Apply above criteria to each effect

Any **two** effects:

- Russia lost huge areas of land. One of these was the Ukraine, which was a huge wheat-producing area
- Russia lost 45 million people, which was one-third of the population
- Russia had to pay reparations for damage caused during the First World War. These were set at 3 billion roubles
- Russia was forced to give independence to a number of areas on its borders. These included the Ukraine and Finland.

Any other valid point [6]

AVAILABLE
MARKS

- (c) Below are two groups of people affected by the New Economic Policy (NEP) in Russia between 1921 and 1924.

Choose **one** group and explain how it was affected by the New Economic Policy (NEP).

Workers	Peasants
---------	----------

Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

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

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the group chosen or comments which could apply to either. 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 describe but not explain how the group was affected by the New Economic Policy (NEP). Candidates give an account of the group but the effects of the New Economic Policy (NEP) are not developed. 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 explain and demonstrate an understanding of how the group was affected by the New Economic Policy (NEP). 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

Workers

- Workers had the opportunity to sell goods for a profit. This led to the emergence of successful owners of small businesses. These men were known as Nepmen. They were resented by the Bolsheviks
- Workers could now earn wages and make extra money through piecework. Incentives were offered to encourage workers to produce more
- Poor working conditions and overcrowding remained
- Workers experienced more freedom and were able to change jobs without the government's permission.

AVAILABLE
MARKS

Peasants

- Requisitioning of grain ended. Peasants were now able to sell their extra grain for a profit
- The NEP led to the emergence of a richer, more industrious class of peasant called the kulaks. The kulaks became quite rich and bought extra land and animals
- Most peasants remained poor and continued to use backward methods of farming
- Peasants were unhappy that the price of grain fell behind that of industrial goods. Peasants were unable to afford the inflated price of machinery such as tractors and ploughs.

Any other valid point

[6]

- (d) How did War Communism affect the economy and the lives of people in Russia between 1918 and 1921?

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]–[3])

Answers will be vague and generalised with little analysis of how War Communism affected the economy and the lives of people in Russia. 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 ([4]–[6])

Answers will be more detailed with some analysis of how War Communism affected the economy and the lives of people in Russia. There may be omissions and lack of focus on explanation. 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 ([7]–[9])

Answers will explain how War Communism affected the economy and the lives of people in Russia, providing more accurate detail and analysis of the main consequences or effects of the event or issue. 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 ([6]) AO2

Indicative Content

- All factories of 10 or more workers were nationalised in June 1918. The Vesenkha was set up. It took control over all the main industries
- Inflation soared. In 1921 train and tram fares were one million times higher than before World War One
- Resources were denied to all industries not considered essential for winning the Civil War. As a result, many factories closed down and unemployment grew

AVAILABLE
MARKS

- War Communism increased state control over industry and imposed severe discipline on workers. Harsh penalties were imposed for absenteeism and lateness. Thousands fled from the cities
- Rampant inflation and food shortages led to bartering in order to survive. The black market became vital
- The growing discontent of workers was shown in the Kronstadt Mutiny, a revolt by sailors at the Kronstadt naval base in March 1921. Workers in Petrograd joined the revolt.

Any other valid point

[9]

AVAILABLE
MARKS

25

6 Target AO1: Recall of knowledge

(a) Below is a list of words linked to Stalin's control of the USSR in the 1930s:

Gulags	Cult of Personality	Yagoda	NKVD	Kirov
--------	---------------------	--------	------	-------

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

- (i) Name of secret police **NKVD**
- (ii) Rival of Stalin Kirov [1]
- (iii) Used to improve Stalin's image Cult of Personality [1]
- (iv) Prisons for Stalin's enemies Gulags [1]
- (v) Head of the secret police Yagoda [1]

[1] for **each** correct answer.
If no answer is correct, award [0]

(b) Describe **two** effects of Collectivisation on the lives of peasants in the USSR between 1928 and 1939.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit
Able to identify one effect with no description [1]
Able to identify one effect with limited description [2]
Able to identify one effect with detailed description [3]
Apply above criteria to each effect

Any **two** effects:

- Under Collectivisation, individual farms were taken from the peasants and turned into state-owned collective farms called kolkhozy. By 1936 over 90% of USSR's farms were collectivised
- 2500 Motor Tractor Stations were set up to organise the supply of machinery and seeds. This helped to modernise agriculture and increase production
- Collectivisation of agriculture caused turmoil and a high human cost as it was resisted by kulaks. They killed livestock and refused to plant crops
- A famine killed 10 million people in 1932 and 1933. Grain producing areas such as the Ukraine were very badly affected. Agricultural production remained low and did not reach 1928 levels until World War Two.

Any other valid point [6]

AVAILABLE
MARKS

- (c) Below are two factors which led to Stalin's success in the struggle for control of the USSR between 1924 and 1929.

Choose **one** factor and explain how it helped Stalin in the struggle for control of the USSR between 1924 and 1929.

Strengths of Stalin	Weaknesses of Trotsky
---------------------	-----------------------

Target AO1 and AO2: Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

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

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the factor chosen or comments which could apply to either. 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 describe but not explain how the factor helped Stalin in the struggle for control of the USSR. Candidates give an account of the factor chosen but how it helped Stalin in the struggle for control of the USSR is not developed. 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 explain and demonstrate an understanding of how the factor helped Stalin in the struggle for control of the USSR. 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

Strengths of Stalin

- Stalin seemed to be trustworthy. For members of the Communist Party, Stalin seemed to be a less threatening figure than Trotsky
- Stalin used his position as General Secretary to control appointments and build up a power base within the party
- Stalin outmanoeuvred his rivals in the Politburo, exploiting personal jealousies, character weaknesses and policies
- In 1929 Stalin outflanked the right-wing group led by Bukharin over the NEP and removed them from the Politburo. He became the undisputed ruler of the USSR by 1929.

AVAILABLE
MARKS

Weaknesses of Trotsky

- In 1924 Trotsky's failure to attend Lenin's funeral damaged his reputation
- Trotsky took little interest in ordinary politics. He disliked doing deals to strengthen his position. This made it easier for Stalin to outflank him
- Trotsky supported World Revolution. Stalin's policy of 'Socialism in One Country' was supported by the Communist Party
- Trotsky had been a Menshevik. This made some doubt his loyalty to the Communist Party.

Any other valid point

[6]

- (d) How did the Five Year Plans change industry and the lives of workers in the USSR between 1928 and 1939?

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]–[3])

Answers will be vague and generalised with little analysis of how the Five Year Plans changed industry and the lives of workers in the USSR. 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 ([4]–[6])

Answers will be more detailed with some analysis of how the Five Year Plans changed industry and the lives of workers in the USSR. There may be omissions and lack of focus on explanation. 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 ([7]–[9])

Answers will explain how the Five Year Plans changed industry and the lives of workers in the USSR, providing more accurate detail and analysis of the main consequences or effects of the event or issue. 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 ([6]) AO2

Indicative Content

- Stalin imposed communist principles on the Russian economy. The New Economic Policy (NEP) was ended and the Russian economy was now centrally controlled. An organisation called Gosplan set targets for each region, factory and worker
- The USSR's Gross National Product doubled between 1928 and 1939. Industrial production increased significantly, e.g. after 1928 coal production increased from 29 million tons to 168 million tons

AVAILABLE
MARKS

- New areas of industry were opened up in the remote resource-rich areas of Russia east of the Urals, e.g. Siberia. New cities, e.g. Magnitogorsk and Gorki, were built and industries developed
- The number of workers grew. However, the quality of work was often poor as many workers in the 1930s were untrained peasants
- Workers continued to experience poor living and working conditions. However, rewards were offered for successful workers, e.g. the Stakhanovite movement
- An elite group of skilled workers emerged, with over 250 000 engineering graduates between 1928 and 1939.

Any other valid point

[9]

AVAILABLE
MARKS

25

Option 3: United States of America, c1920–1941

AVAILABLE
MARKS

7 Target AO1: Recall of knowledge

- (a) Below is a list of words linked to the experiences of immigrants in the USA in the 1920s:

Palmer Raids	Sacco and Vanzetti	Red Scare	National Origins Act	Open Door
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- | | | |
|--|-----------------------------|-----|
| (i) Law reducing the number of immigrants | <u>National Origins Act</u> | [1] |
| (ii) Policy towards immigrants that ended in the 1920s | Open Door | [1] |
| (iii) Arrest of over 5000 immigrants in 1920 | Palmer Raids | [1] |
| (iv) Fear that immigrants were communists | Red Scare | [1] |
| (v) Italian immigrants executed in 1927 | Sacco and Vanzetti | [1] |

[1] for **each** correct answer.

If no answer is correct, award [0]

- (b) Describe **two** reasons why some people in the USA disliked the cinema and jazz music in the 1920s.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit

Able to identify one reason with no description [1]

Able to identify one reason with limited description [2]

Able to identify one reason with detailed description [3]

Apply above criteria to **each** reason

Any **two** reasons:

- Conservative groups blamed the cinema for the decline in morals of young people. They criticised the use of sex symbols, e.g. Clara Bow, the 'It' girl. The Hays Code tried to regulate the moral content of films by banning nudity and extended kissing
- Sensual dances linked to jazz music, e.g. the Black Bottom, were criticised by churches and conservatives for promoting immoral behaviour
- Conservative WASP groups criticised jazz music for encouraging racial mixing. Most jazz musicians, e.g. Louis Armstrong and Bessie Smith, were black Americans.

Any other valid point

[6]

- (c) Below are two reasons why the USA experienced an economic boom in the 1920s.

Choose **one** reason and explain how it helped the American economy to grow during the 1920s.

Mass Production	Mass Marketing
-----------------	----------------

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

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

Level 1 ([1]–[2])

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

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 describe but not explain how the reason chosen helped the American economy to grow in the 1920s. Candidates give an account of the action but will not develop its effects on the reason chosen.

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 explain how the reason chosen helped the American economy to grow in the 1920s. Candidates demonstrate an understanding of the ways in which the chosen reason helped the American economy to grow in the 1920s.

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

Mass Production

- Mass production techniques, based on electrical power were developed in the 1920s. Henry Ford pioneered the use of the assembly line to produce cars more quickly
- Work was carefully planned. Each worker had a specialised task in the process. The production of a car was divided into 45 different parts
- The use of the conveyor belt speeded up production of cars and consumer goods. The giant Ford factory in Detroit made one car every

AVAILABLE
MARKS

10 seconds. As a result, the cost of a car decreased from \$1200 to \$295 by 1929. This meant that people had more money to spend on consumer goods.

Mass Marketing

- New mass marketing techniques were used. Advertising became important and the cinema, radio and billboards were used. Catchy tunes aimed to persuade people to buy cars and consumer goods
- People were encouraged to use credit to purchase goods on hire purchase by paying in instalments. This increased the number of people purchasing cars, refrigerators and other consumer goods.

Any other valid point

[6]

(d) How was the law on Prohibition broken in the USA during the 1920s?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of how the law on Prohibition was broken in the 1920s.

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 ([4]–[6])

Answers will be more detailed with some analysis of how the law on Prohibition was broken in the 1920s. There may be omissions and lack of focus on explanation.

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 ([7]–[9])

Answers will explain how the law on Prohibition was broken in the 1920s and provide more accurate detail and analysis of the main effects.

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 ([6]) AO2

Indicative Content

- Only 2300 Prohibition agents were employed to enforce the law. They were badly paid and the area each one had to patrol was too large. Many were threatened and one in twelve was sacked for accepting bribes
- The law on Prohibition was resented outside the Southern States and ways were found to make illegal alcohol. Moonshine or home-made alcohol of variable quality was widely made using illegal stills in people's homes. In 1930, over 280 000 illegal stills were seized

AVAILABLE
MARKS

- Speakeasies or illegal bars were set up. There were 32 000 speakeasies in New York in 1929
- Bootlegging, or smuggling alcohol from Canada or on ships called 'rum runners' from the West Indies, was widespread and profitable
- The Mafia, led by Al Capone, controlled bootlegging. Many police, politicians and judges were in the pay of the Mafia. Violence increased, e.g. the Mafia was responsible for 400 deaths, such as the St Valentine's Day Massacre in Chicago in 1929.

Any other valid point

[9]

AVAILABLE
MARKS

25

8 Target AO1: Recall of knowledge

- (a) Below is a list of words linked to the causes of the Wall Street Crash, October 1929:

On the Margin	Speculators	Credit	Stock Market	Banks
---------------	-------------	--------	--------------	-------

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

- (i) Money borrowed from banks to purchase shares **Credit**
- (ii) 10% deposit paid by investors to buy shares On the Margin [1]
- (iii) People who buy shares for short-term profit Speculators [1]
- (iv) Used savers' money to lend to people to buy shares Banks [1]
- (v) Place where shares were bought and sold Stock Market [1]

[1] for **each** correct answer.

If no answer is correct, award [0]

- (b) Describe **two** effects of the Dust Bowl on the lives of farmers in the Midwest.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit

Able to identify one effect with no description [1]

Able to identify one effect with limited description [2]

Able to identify one effect with detailed description [3]

Apply above criteria to each effect

Any **two** effects:

- In the Midwest, drought and over-cropped soil led to dust storms which ruined 20 million hectares of previously fertile land by 1936
- Farmers could no longer grow crops such as wheat and maize and their animals died
- Many farmers were ruined and evicted from their farms and farm labourers also left in search of work
- Thousands of farmers, mainly from Oklahoma and Arkansas, migrated west to California in search of a new life as farm labourers.

Any other valid point [6]

- (c) Below are two areas of the American economy that President Hoover attempted to help during the Great Depression.

AVAILABLE
MARKS

Choose **one** area and explain how President Hoover tried to deal with the effects of the Great Depression between 1929 and 1932.

Industry	Agriculture
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**AVAILABLE
MARKS**

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

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

Level 1 ([1]–[2])

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

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 describe but not explain how President Hoover tried to deal with the effects of the Great Depression in the chosen area. Candidates will give an account of the action but will not develop how he dealt with the effects of the Great Depression.

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 explain how the area chosen was helped by President Hoover during the Great Depression. Candidates demonstrate an understanding of the ways that President Hoover attempted to deal with the effects of the Great Depression.

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

Industry

- Hoover relied on a policy called Voluntarism until 1931. He encouraged employers not to sack workers or reduce wages. However, unemployment increased from 1.5 million in 1929 to 14 million in 1932
- In 1931 Hoover spent \$423 million on a building programme which provided jobs, e.g. the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment
- In 1931 Hoover reversed his laissez-faire policy. The federal government lent \$1500 million to businesses and banks in difficulty through the Reconstruction Finance Corporation. This was seen as too little too late and a desperate ploy to win support in the presidential election.

Agriculture

- In 1929 Hoover set up the Farm Board to buy surplus farm produce and help increase prices. Its budget was only \$500 million and did little to halt the decrease in agricultural prices. Total agricultural income fell from \$13 billion in 1929 to \$7 billion in 1932
- In 1930 the Hawley-Smoot Act increased tariffs by 50%. Its aim was to protect US industry but it led to a slow down in world trade and worsened the problems of farmers who depended on exports
- Little action was taken to help farmers who were evicted from their farms or to help farmers in the Midwest affected by the Dust Bowl.

Any other valid point

[6]

- (d) How did the Great Depression affect the lives of workers and the unemployed between 1929 and 1932?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main effects of the Great Depression on the lives of workers and the unemployed.

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 ([4]–[6])

Answers will be more detailed with some analysis of the main effects of the Great Depression on the lives of workers and the unemployed. There may be omissions and lack of focus on explanation.

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 ([7]–[9])

Answers will explain the effects of the Great Depression on the lives of workers and the unemployed, providing more accurate detail and analysis of the main effects.

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 ([6]) AO2

Indicative Content

- Workers were worried about the security of their jobs as unemployment continued to rise. Employers cut wage rates: the average hourly wage in manufacturing industries fell from 59 cents to 44 cents from 1929 to 1932. Workers also had to work longer hours. In Chicago in 1932 the city government ran out of money and the wages of civil servants and teachers were unpaid
- Over 100 000 businesses collapsed by 1932 and 14 million people were unemployed, about 25% of the workforce. There was no unemployment

AVAILABLE
MARKS

benefit and the unemployed endured great hardship during the Great Depression

- People queued for free bread and soup from private charities. Thousands went hungry and one-third of all children in New York were malnourished. By 1933, over 300 000 children no longer attended school
- Thousands who could not pay their rent or mortgage were evicted and many moved to shanty towns, consisting of cardboard and tin huts. These were called 'Hooverilles' and were situated at the edge of most cities
- 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 menial jobs, e.g. selling coal and apples. There were 6000 apple sellers in New York in 1932
- Some resorted to petty crime, begging and even prostitution. Suicide rates rose to 17 per 100 000, an increase of 50%, as many lost hope.

Any other valid point

[9]

AVAILABLE
MARKS

25

9 Target AO1: Recall of knowledge

(a) Below is a list of words linked to New Deal agencies and agriculture:

Agricultural Adjustment Administration [AAA]	Tennessee Valley Authority [TVA]	Farm Credit Administration [FCA]	Civilian Conservation Corps [CCC]	Farm Security Administration [FSA]
--	----------------------------------	----------------------------------	-----------------------------------	------------------------------------

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

- | | | |
|--|--|-----|
| (i) Helped sharecroppers and farm labourers | <u>Farm Security Administration [FSA]</u> | |
| (ii) Built 33 dams and improved agriculture and industry | Tennessee Valley Authority [TVA] | [1] |
| (iii) Paid farmers to kill animals and destroy crops | Agricultural Adjustment Administration [AAA] | [1] |
| (iv) Gave loans to farmers to help them keep their farms | Farm Credit Administration [FCA] | [1] |
| (v) Planted trees, cleared land and strengthened river banks | Civilian Conservation Corps (CCC) | [1] |

[1] for **each** correct answer.

If no answer is correct, award [0]

(b) Describe **two** reasons why Roosevelt won the election for President in 1932.

Target AO1: Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit

Able to identify one reason with no description [1]

Able to identify one reason with limited description [2]

Able to identify one reason with detailed description [3]

Apply above criteria to each reason

Any **two** reasons:

- F. D. Roosevelt, the Democrat candidate, promised 'action and action now' and a New Deal for the American people
- Roosevelt's warm approachable personality increased his popularity. He was a good speaker. His wife, Eleanor, played a positive role in the election campaign
- Roosevelt had polio and was unable to walk unaided. This gave him a deeper appreciation of the problems faced by the poor and unemployed.

AVAILABLE
MARKS

He had been governor of New York and helped the poor there during the Depression

- President Hoover's failure to deal with the effects of the Depression made him very unpopular. His election campaign was negative and offered no radical solutions to the Depression.

Any other valid point

[6]

(c) Below are two groups which opposed Roosevelt's New Deal.

Choose **one** group and explain how it opposed Roosevelt's New Deal.

The Supreme Court	The Republican Party and Big Business
-------------------	---------------------------------------

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

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

Level 1 ([1]–[2])

Answers will be general statements with little specific content. Comments are unsupported statements about the actions taken by the chosen group to oppose the New Deal.

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 describe but not explain how the group chosen opposed Roosevelt's New Deal. Candidates give an account of the action but will not explain how the group chosen opposed the New Deal.

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 explain how the group chosen opposed Roosevelt's New Deal. Candidates demonstrate an understanding of the ways the group chosen opposed Roosevelt's New Deal.

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

- The Supreme Court was the 'Guardian of the Constitution'. Most of its 9 judges were Republican. They believed that the federal government and the president were exceeding their powers in the New Deal agencies

AVAILABLE
MARKS

- The Supreme Court caused problems by declaring 11 of Roosevelt's New Deal agencies unconstitutional
- In 1935 the Supreme Court found the National Recovery Administration (NRA) codes unconstitutional in the 'Sick Chickens' case. The Supreme Court ruled that the NRA had no right to take the Schechter brothers to court for breaking the NRA codes. This was the responsibility of the state governments
- In 1936 the Supreme Court declared 16 Agricultural Adjustment Act (AAA) codes unconstitutional. The AAA gave farmers loans to plough up land and kill animals. The Supreme Court ruled that these loans could only be made by state governments.

The Republican Party and Big Business

- The Republican Party claimed that Roosevelt was making the federal government too powerful. It believed in little federal government interference in the economy and accused Roosevelt of behaving like a dictator
- The Republican Party accused Roosevelt of excessive spending of taxpayers' money. The New Deal agencies cost \$17 billion. They pointed to the waste of money, e.g. the 'boondoggles' as part of the Works Progress Administration (WPA) schemes
- Republicans and Big Business accused Roosevelt of turning the USA into a socialist state, e.g. by legalising trade unions and increasing workers' rights. Roosevelt was seen as a traitor to his class
- The Republican Party and Big Business believed in low taxation and opposed the New Deal because they objected to the higher taxes needed to fund it, which cost \$17 billion by 1939
- The Republican Party challenged Roosevelt at all elections. It joined Big Business and set up the Liberty League to oppose Roosevelt and the New Deal in the 1936 Presidential election.

Any other valid point

[6]

- (d) How did Roosevelt's New Deal agencies improve workers' rights and provide jobs for the unemployed between 1933 and 1939?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of how the New Deal agencies improved workers' rights and provided jobs for the unemployed.

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 ([4]–[6])

Answers will be more detailed with some analysis of how the New Deal agencies improved workers' rights and provided jobs for the unemployed. There may be omissions and lack of focus on explanation.

Writing communicates ideas using historical terms accurately and showing

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

Level 3 ([7]–[9])

Answers will explain how the New Deal agencies improved workers' rights and provided jobs for the unemployed, providing more accurate detail and analysis of the main actions of the New Deal agencies.

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 ([6]) AO2

Indicative Content

- The Public Works Administration (PWA) provided schemes for skilled workers, e.g. electricians and engineers. It was led by Harold Ickes and spent \$7 billion on public work schemes between 1933 and 1939. 70% of American schools and 35% of American hospitals were built by PWA schemes
- The Works Progress Administration (WPA) led by Harold Hopkins, provided over 2 million jobs each year. It catered for a much wider range of projects, e.g. work for photographers, actors and painters. By 1937, over 20% of American workers were employed on WPA schemes. It was criticised for creating 'Boondoggles', or jobs of limited economic value
- The Civilian Conservation Corps (CCC) provided work on environmental and conservation work for up to 2.5 million young men under 23. They were given free food and \$1 per day and lived in 13 000 CCC camps all over the USA
- The National Recovery Administration (NRA) improved workers' conditions and rights. The NRA codes established a minimum wage and banned child labour. Sixteen million workers were helped by the NRA
- The Wagner Act in 1935 legalised trade unions and gave unions rights to negotiate wages and conditions with employers. Many employers regarded the unions as a sign of communism. Union membership increased from 3 to 10 million between 1933 and 1939
- The Social Security Act in 1935 established unemployment benefit funded by a tax on employers. The federal government took more direct responsibility for meeting the basic needs of sick and unemployed workers and their families.

Any other valid point

[9]

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Section B

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

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

- 10 (a)** Below is a list of questions on relations between Britain, Northern Ireland and Ireland from 1932 to 1949.

Write your answer to **each** question in the space provided.

Target AO1: Recall of knowledge.

- | | | |
|---|--------------------------------|-----|
| (i) Title given to the king's official representative in the Irish Free State between 1921 and 1936. | <u>Governor General</u> | [1] |
| (ii) Political party led by Éamon de Valera in the 1930s. | <u>Fianna Fáil</u> | [1] |
| (iii) Name given to the bombing of British cities by Germany during the Second World War. | <u>The Blitz</u> | [1] |
| (iv) British Prime Minister when the Ireland Act was passed in 1949. | <u>Clement Attlee</u> | [1] |

[1] for **each** correct answer.

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

- (v)** Write down **one** reason why some people in Northern Ireland opposed the introduction of the National Health Service in 1948.

Any **one** reason:

- Unionist politicians were suspicious that the Northern Ireland government would have to pay for the National Health Service
- Unionist politicians were suspicious of the socialist policies of the Labour government
- Some doctors resented losing their independence
- Middle class people feared that taxes would increase to pay for the National Health Service.

Any other valid point [1]

- (vi)** Write down **one** effect of the Education Act of 1947 on Northern Ireland.

Any **one** of the following:

- Education was made compulsory until the age of 15
- The 11+ gave the chance of free grammar school education
- Young people up to the age of 15 received free education
- New secondary schools were built
- Funding for voluntary schools increased to 65%.

Any other valid point [1]

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- (b) This question is about industry and agriculture in Northern Ireland during World War Two.

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Study **Sources A and B** and answer the questions which follow.

- (i) Using **Source A**, give **two** problems faced by Northern Ireland's economy during the Second World War.

Target AO3: Understand source material as part of an historical enquiry.

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

Limited accurate reference to Source A **[1]**

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

Apply criteria for any **two** problems

Answers may include some of the following:

- Northern Ireland was slow to respond at the start of the war in 1939 and there was complacency during the first year of the war
- No new factories had been built to help the war effort by December 1940
- Bad management and poor industrial relations, led to several strikes over wages
- There was a lack of fertiliser which caused problems for farmers.

Any other valid point

[4]

- (ii) Using **Sources A and B** and **your own knowledge**, describe how Northern Ireland's industry and agriculture helped the war effort between 1939 and 1945.

Target AO1 and AO3: Recall, select and communicate knowledge to demonstrate understanding of the past; understand 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 be limited and may not directly address the question. Answers may simply extract information from the source(s) but there will be little or no attempt to describe the sources in relation to the question. There may be limited or no use of own knowledge.

Level 2 ([4]–[6])

Answers at this level will begin to describe how Northern Ireland's industry and agriculture helped the war effort during the Second World War using Sources A and B. There will be some own knowledge to support the answer.

Level 3 ([7]–[10])

Answers at this level will offer a full description of how Northern Ireland's industry and agriculture helped the war effort during the Second World War using Sources A and B. Accurate own knowledge will be used to support the answer.

([3]) AO1 ([7]) AO3

Answers may include some of the following information from Sources A and B:

- After 1941, Northern Ireland's economy did expand (Source A)
- Belfast's shipyards built 140 warships (Source B)
- Several thousand ships were repaired and converted to fight in the war (Source B)
- Textile factories increased production (Source B)
- Crop production doubled (Source B)
- Northern Ireland became a major supplier of food to Britain (Source A).

Answers may include some of the following own knowledge:

- The shipyards employed nearly 36 000 at the height of the war
- Short and Harland built Stirling bombers, Sunderland flying boats and carried out over 3000 aircraft repairs
- Harland and Wolff repaired ships for Atlantic convoy escorts at Derry/Londonderry
- Northern Ireland industry made 75 million shells and 50 000 bayonets
- Parachutes and rope were made to help the war effort
- There was a move to tillage with the government's 'Dig for victory' campaign
- 100 000 litres of milk and 20% of eggs used in the UK were sent daily from Northern Ireland
- Sheep and cattle worth £3 million were exported each year
- Flax production increased six-fold to increase linen production.

Any other valid point

[10]

(c) This question is about Éire's neutrality during the Second World War.

In what ways did Éire try to follow a position of neutrality during the Second World War?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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 rule of grammar with limited accuracy.

Level 2 ([5]–[8])

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 rule of grammar with some accuracy.

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Level 3 ([9]–[12])

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 rule of grammar with consistent accuracy.

([3]) AO1 ([9]) AO2

Answers may include some of the following:

- Newspapers and radio were censored, e.g. weather forecasts, so as not to favour either side
- De Valera refused the Allies' request to use the Treaty Ports or Irish airfields
- De Valera would not allow British or Allied troops to enter Éire
- De Valera protested against the arrival of American troops in Northern Ireland in 1942. He regarded this as interference in Éire's affairs
- He refused an offer of Irish unity by Churchill in December 1941 in return for entering the war
- He visited the German and American embassies to offer condolences on the deaths of Hitler and Roosevelt in April 1945
- Éire also followed a policy of 'benevolent neutrality'. Allied pilots were allowed to use the Donegal Air Corridor in a secret deal with the RAF
- A radar station was established for use against German U Boats in the Battle of the Atlantic
- Allied pilots who crashed in Éire were allowed to return while German airmen were interned.

Any other valid point

[12]

- (d) This question is about the causes of the Economic War and its effects on Éire, Britain and Northern Ireland.

Explain the causes of the Economic War and its effects on Éire, Britain and Northern Ireland.

Use the following **three** paragraph headings to help you with your answer.

- Causes of the Economic War
- Effects of the Economic War on Éire
- Effects of the Economic War on Britain and Northern Ireland

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]–[6])

Answers at this level may use only one of the paragraph headings and may fail to address the question offering only a descriptive narrative which will contain inaccuracies. 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.

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Level 2 ([7]–[12])

Answers at this level will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of the causes of the Economic War and its effects on Éire, Northern Ireland and Britain. Writing communicates ideas using historical terms accurately and showing some skills of selection of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([13]–[18])

Answers at this level will use all of the paragraph headings and will provide a clear and accurate explanation and analysis of the causes of the Economic War and its effects on Éire, Northern Ireland and Britain. Writing communicates ideas effectively, using a range of precisely selected historical terms and organisation information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([6]) AO1 ([12]) AO2

Answers may include some of the following:

Causes of the Economic War

- The Irish Free State stopped paying land annuities to Britain in 1932. De Valera argued that it was unjust for the Free State to keep paying because Northern Ireland farmers did not pay annuities
- The land annuities were £5 million per year, which put a strain on the Free State economy
- De Valera wanted to assert the Free State's independence
- Britain responded to de Valera's refusal to pay by putting a 20% tax on Irish imports
- De Valera retaliated by putting a 20% tax on British goods imported to the Irish Free State.

Effects of the Economic War on Éire

- Irish cattle farmers depended on Britain, as over 90% of exports went to Britain. The fall in demand for cattle led to overproduction of beef
- Cattle prices fell and many Irish cattle farmers went bankrupt. There was a decline in rural living standards
- The Irish government increased taxes to compensate cattle farmers
- Éire's economy was affected because coal prices increased. Many poor people could not afford to buy coal and Éire's industry suffered
- A drive for self-sufficiency led to development in the peat industry and the growing of wheat and sugar beet
- Britain was Éire's main export market and by 1935 the decline in exports caused a balance of payments crisis
- Subsistence farmers in Éire suffered less during the Economic War and they benefited from an end to annuity payments.

Effects of the Economic War on Britain and Northern Ireland

- Trade between Britain, Northern Ireland and Éire was badly affected. Éire's boycott of British goods had less effect on Britain which had a wider range of markets for its goods
- Northern Ireland's economy was hit by duties imposed on exports to Éire

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- Cross border smuggling increased as a way of avoiding payment of duties for imports such as tea and sugar. Northern Ireland's farmers benefited from the opportunity to export cattle to Britain
- There was an increase in unemployment in British ports which traded with Éire. This led to the Coal-Cattle Pact in January 1935, which eased tariff restrictions.

Any other valid point

[18]

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 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]

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Section B

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

- 11 (a)** Below is a list of questions on relations between Britain, Northern Ireland and the Republic of Ireland between 1965 and 1985.

Write your answer to **each** question in the space provided.

Target AO1: Recall of knowledge.

- | | | |
|---|--|-----|
| (i) Loyalist paramilitary group formed in 1971 | <u>Ulster Defence Association (UDA)</u> | [1] |
| (ii) House-to-house search for weapons in Belfast in 1970 | <u>Falls Road Curfew</u> | [1] |
| (iii) Part time police force feared by nationalists in the 1960s | <u>B Specials</u> | [1] |
| (iv) Place where politicians met to set up a Power-Sharing Executive | <u>Sunningdale</u> | [1] |

[1] for **each** correct answer.

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

- (v)** Write down **one** action taken by unionists to oppose O'Neill's policies in Northern Ireland in the 1960s.

Any **one** of the following:

- Supporters of Ian Paisley protested with placards against the Lynch visit in 1967
- 12 unionist MPs called for O'Neill's resignation in 1969
- Paisley stood against O'Neill during the 'Crossroads Election', February 1969
- Loyalist bombing campaign in the spring of 1969.

Any other valid point [1]

- (vi)** Write down **one** result of the Ulster Workers' Council strike of 1974.

Any **one** result:

- Essential supplies, such as electricity, were drastically reduced
- Travel became almost impossible, due to road blocks and reduced petrol supplies
- The British Prime Minister, Harold Wilson, made a famous speech criticising the strikers, calling them 'spongers'. This angered the strikers
- The Power-Sharing Executive eventually collapsed, unable to govern any longer.

Any other valid point [1]

(b) This question is about the emergence of paramilitary organisations.

Study **Sources A and B** and answer the questions which follow.

(i) Using **Source A**, give **two** aims of the Provisional IRA.

Target AO3: Understand source material as part of an historical enquiry.

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

Limited accurate reference to Source A **[1]**

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

Apply criteria for any **two** aims

Answers may include some of the following:

- Source A states that the Provisional IRA ‘supported a thirty-two county Irish Republic’
- The Provisional IRA makes reference to calling on people ‘at home and abroad’ to ‘defend our people in the North’
- Source A states they want the ‘full freedom’ of the people of Ireland
- Source A concludes by wanting the ‘removal of British rule’.

Any other valid point [4]

(ii) Using **Sources A and B** and **your own knowledge**, describe why the Provisional IRA emerged in Northern Ireland by 1970.

Target AO1 and AO3: Recall, select and communicate knowledge to demonstrate understanding of the past; understand 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 be limited and may not directly address the question. Answers may simply extract information from sources(s) but there will be little or no attempt to describe the sources in relation to the question. There may be limited or no use of own knowledge.

Level 2 ([4]–[6])

Answers at this level will begin to describe why the Provisional IRA emerged using Sources A and B. There will be some own knowledge to support the answer.

Level 3 ([7]–[10])

Answers at this level will offer a full description of why the Provisional IRA emerged in Northern Ireland using Sources A and B. Accurate, outside knowledge will be used to support the answer.

([3]) AO1 ([7]) AO3

Answers may include some of the following from Sources A and B:

- Source B identifies the violence of the summer of 1969 as a factor in the formation of the Provisional IRA
- Source B discusses the split with the Official IRA and the feeling that the Official IRA had ‘gone soft’ on the armed struggle

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- Source A includes details on the aims of the Provisional IRA, including the removal of the British from Ireland and defence of 'our people in the North'.

Answers may include some of the following own knowledge:

- In Belfast, many nationalists believed the IRA was doing nothing to protect them from attacks by loyalists and the RUC. The slogan 'IRA = I Ran Away' appeared in nationalist areas in Belfast
- A new hardline group emerged which formed itself into the Provisional IRA by 1970
- The Provisional IRA intended to protect nationalist areas from attacks by loyalists and the RUC
- The Provisional IRA aimed to achieve a united Ireland by force. They believed that the Official IRA were too soft on the struggle for a united Ireland and split from the Official IRA
- The Provisional IRA wished to win civil rights for Catholics
- The Provisional IRA was determined to destroy the Stormont Government
- The Provisional IRA was determined to drive British troops out of Northern Ireland.

Any other valid point [10]

- (c) This question is about Terence O'Neill's actions and policies in the 1960s.

How did O'Neill try to improve relations with nationalists in Northern Ireland and with the Republic of Ireland in the 1960s?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[4])

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 ([5]–[8])

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 ([9]–[12])

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.

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

([3]) AO1 ([9]) AO2

Answers may include some of the following:

- O'Neill visited Cardinal Conway, spiritual leader of Ireland's Catholics
- He sent condolences on the death of Pope John XXIII
- He visited schools and hospitals run by the Catholic Church and increased financial support
- He declared the UVF illegal after the murder of two Catholics in 1966
- O'Neill's Five Point Reform Programme of 1968 introduced reforms such as the abolition of the Londonderry Corporation and the removal of certain parts of the Special Powers Act
- O'Neill improved relations with the Republic of Ireland by inviting the Taoiseach, Sean Lemass, to Stormont in January 1965. This was the first face-to-face meeting between Ireland's main leaders in 40 years
- O'Neill visited Dublin four weeks later. Discussions focused on economic cooperation between Northern Ireland and the Irish Republic
- An agreement was made as a result of this cooperation, on the supply of electricity from the South
- Taoiseach Jack Lynch visited Northern Ireland in December 1967
- O'Neill co-operated with the Dublin-based Irish Trade Union Congress, whose support was important for economic development.

Any other valid point

[12]

- (d)** This question is about events in Northern Ireland, 1971–1972.

Explain how the people of Northern Ireland responded to increasing violence between August 1971 and July 1972.

Use the following **three** paragraph headings to help you with your answer.

- Responses to Internment, 1971
- Responses to Bloody Sunday, 1972
- Responses to the introduction of Direct Rule, 1972

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 periods studied.

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

Level 1 ([1]–[6])

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies.

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 ([7]–[12])

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of increasing violence in Northern Ireland, 1971–1972.

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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 ([13]–[18])

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of increasing violence in Northern Ireland, 1971–1972.

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 ([12]) AO2

Answers may include some of the following:

Responses to Internment, 1971

- Nationalists resented internment as a clear abuse of their civil rights
- There was a huge increase in violence in response to internment. In the four months after internment, 143 people were killed through bombings and shootings
- Provisional IRA recruitment grew
- The SDLP encouraged a rent and rates strike
- Civil Rights marches started up again. Bloody Sunday was as a result of an anti-internment march
- Unionists supported internment as a necessary method of dealing with the IRA
- Loyalist violence increased in response to the growth of the IRA. The UDA was formed in September 1971.

Responses to Bloody Sunday, 1972

- There were immediate expressions of grief and anger from nationalists, who demanded an inquiry into the events
- The Widgery Inquiry was viewed as biased by nationalists. But it did establish that none of the victims were carrying weapons
- Nationalists claimed that the victims were totally innocent and that the paratroopers carried out an unprovoked attack
- Nationalist hostility towards the state increased and rioting broke out in nationalist areas
- IRA violence increased and IRA recruitment rose, especially in Derry/ Londonderry
- This IRA violence led to the formation of the Ulster Vanguard in February 1972. It organised a huge demonstration in Belfast's Ormeau Park.

Responses to the introduction of Direct Rule, 1972

- There was a huge demonstration at Stormont during the last hours of unionist rule
- There was a series of strikes and shutdowns by unionists who managed to bring life to a standstill in Northern Ireland for a two-day period
- A series of sectarian murders by loyalists took place, mostly in Belfast
- Support for the DUP increased
- Support for loyalist paramilitaries increased

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- Many nationalists were pleased as Direct Rule brought an end to unionist control
- The IRA opposed Direct Rule. They saw it as Britain seeking to claim a country to which it had no legal right
- The IRA announced its determination to continue the 'armed struggle', although there was a short-lived ceasefire soon after Direct Rule was introduced.

Any other valid point

[18]

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 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]

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