



General Certificate of Secondary Education
2017

History

Unit 1: Studies in Depth

Higher Tier

[GHT12]

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

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

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

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

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

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

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

Apply above criteria to each weakness

Any **two** weaknesses:

- Article 48 meant that in the event of an emergency, the President could make laws without consulting the Reichstag
- The Proportional Representation (PR) system of voting meant that small parties which were against the Weimar Republic often got seats in the Reichstag
- PR also made it difficult for any one political party to get a majority and so coalition governments were formed. They sometimes found it difficult to make decisions.

Any other valid point

[4]

(b) How did the actions of Weimar politicians between 1930 and January 1933 help Hitler to become chancellor of Germany?

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

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

Level 1 ([1]–[2])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Writing communicates ideas effectively, using

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

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

Indicative Content

- When Brüning became chancellor of Germany he made unpopular decisions such as cutting benefits and raising taxes. He was nicknamed the ‘Hunger Chancellor’ and was forced to use Article 48 to get new laws passed. Meanwhile, more and more people became unemployed and the German people lost faith in the ability of the government to solve the crisis
- Hitler and the Nazis won 37.3% of the vote in the July 1932 elections but Hindenburg would not allow Hitler to become chancellor
- Von Papen, and then von Schleicher became chancellor. Both had to use Article 48 to pass new laws and so the German people got used to dictatorship
- Von Papen asked Hitler to work with him to get into power. His plan was that Hitler would be chancellor and von Papen vice-chancellor. Hindenburg was convinced that Hitler could be controlled and so he was appointed as chancellor on 30 January 1933.

Any other valid point

[6]

(c) Explain how Germany was affected by the terms of the Treaty of Versailles in the period 1919 to 1923. In your answer refer to the guidelines and use other relevant knowledge.

- The economy
- Land loss and armed forces.

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

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

Level 1 ([1]–[5])

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include a little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

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

Level 3 ([11]–[15])

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced

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MARKS

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

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

Indicative Content

- The Treaty of Versailles established the principle that Germany had to pay reparations for war damage, which put pressure on the country's economy
- When Germany did not keep up its reparations payments, French and Belgian troops invaded the Ruhr to take what they were owed in the form of goods. In response the German government ordered the workers to begin passive resistance
- The government printed money in order to pay the striking workers, but this caused prices to rise. The government printed off more and more money, leading to hyperinflation
- The Treaty also meant that Germany lost 10% of its land. This land contained 16% of its coalfields and half of its iron and steel industry
- The land taken away from Germany contained 6 million people who had previously paid taxes to the government
- The Treaty had placed limits on the size of the German armed forces. The army was restricted to 100 000 soldiers, which contributed to rising unemployment
- Only six battleships and 15 000 sailors were allowed. This was a major blow as its navy had been a great source of German pride. Germany also was not allowed to have an air force or any submarines. This would make it difficult for the country to defend itself, if attacked
- The Rhineland area, on the border between Germany and France, was to become a demilitarised zone. This would make it difficult for Germany to defend its borders.

Any other valid point

[15]

Candidates must address both guidelines to access Level 3.

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- 2 (a) Describe **two** ways in which the Nazis used the Police State to control the lives of people in Germany between 1933 and 1939.

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

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

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

Able to identify and describe one way in which the Nazis used the Police State to control the lives of people in Germany between 1933 and 1939. **[2]**

Apply above criteria to each way

Any **two** ways:

- The SS was the Nazi police who acted as Hitler's personal bodyguards. They arrested suspected opponents of the Nazis
- The Gestapo was the Nazi secret police. It tapped telephones, listened in on phone conversations and relied on informers to get information on those who acted against the state
- Concentration camps were used to imprison enemies of the Nazi state. Inmates were expected to work very hard but got little food and the hygiene was very poor
- The SD was the intelligence-gathering part of the Police State. It investigated members of the Nazi Party itself and monitored public opinion in Germany.

Any other valid point

[4]

- (b) In what ways did the Nazis take action against the Jews in Germany between 1933 and 1939?

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

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

Level 1 ([1]–[2])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

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Indicative Content

- In April 1933 there was a one day boycott of Jewish businesses
- Jews were forbidden from joining the army and could not have government jobs. Jewish teachers were sacked and Jewish doctors, dentists and lawyers were not allowed to treat or work for Aryans
- In 1935, the Law for the Protection of German Blood and Honour banned marriage, as well as sexual relations outside marriage, between Jews and Aryans. Jewish people had their German citizenship taken away from them. Collectively these were known as the Nuremberg Laws
- During Kristallnacht in November 1938 Jewish homes, shops and synagogues were destroyed. Thousands of Jews were sent to concentration camps and dozens were killed. Jews were fined for the damage caused and were forced to clean the streets afterwards
- Jewish women had to include 'Sarah' in their name and men had to include Israel. Jewish passports were stamped with the letter 'J'.

Any other valid point

[6]

- (c) Explain how the lives of girls and women were changed in Germany between 1933 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- Education and youth groups for girls
- Policies directed towards women.

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

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

Level 1 ([1]–[5])

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include a little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

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

Level 3 ([11]–[15])

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

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

AVAILABLE
MARKS

Indicative Content

- Girls were taught about looking after the home and bringing up children in the League of German Maidens
- Girls were also expected to be physically fit to help to prepare their bodies for childbirth. Therefore, athletics and gymnastics were also important activities in the League of German Maidens
- School subjects were altered. Religion was not taught but there was an emphasis on subjects like PE and History. Girls were taught Home Economics and all pupils had to study Eugenics. They were taught by teachers who had to belong to the Nazi Teachers' League
- 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. They were encouraged to exercise and to dress traditionally and go without make-up
- The Motherhood Cross was introduced as an incentive for women who had a lot of children – bronze for 4, 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
- Lebensborn were established to encourage single women to become pregnant by SS men. Childless couples were encouraged to divorce so that the women could have the chance of becoming pregnant with someone else.

Any other valid point

[15]

Candidates must address both guidelines to access Level 3.

25

AVAILABLE
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3 (a) Describe **two** of Hitler's foreign policy aims.

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

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

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

Able to identify and describe one aim of Hitler's foreign policy. **[2]**

Apply above criteria to each aim

Any **two** aims:

- Hitler wanted to create lebensraum in the east to help Germany to become more self-sufficient
- He wanted to unite all German speaking people in a Grossdeutschland
- He wanted to destroy communism as he believed that communists were partly to blame for Germany's defeat in World War One
- He wanted to break the Treaty of Versailles as it was humiliating and had weakened Germany.

Any other valid point

[4]

(b) How was Hitler able to gain control of the Sudetenland in 1938?

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

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

Level 1 ([1]–[2])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

- The Sudeten Nazis, led by Henlein, stirred up trouble and claimed that the Germans living there were being mistreated by the Czechs

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- 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 the French and Italian leaders, signed the Munich Agreement. This allowed Hitler to take all of the Sudetenland. The Czechs were not consulted.

Any other valid point

[6]

- (c) Explain how the Nazis broke the terms of the Treaty of Versailles between 1933 and 1938. In your answer refer to the guidelines and use other relevant knowledge.

- Rearmament, 1933–1936
- Anschluss with Austria by 1938.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[5])

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include a little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

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

Level 3 ([11]–[15])

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

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

Indicative Content

- The Treaty of Versailles allowed Germany to have 100 000 men in its army. Hitler announced conscription in 1935 and brought numbers in the army up to 400 000
- The Luftwaffe was created and had 2500 aircraft by 1935
- They signed the Anglo-German Naval Agreement with Britain in 1935, allowing Germany's navy to reach 35% of the size of Britain's navy

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- According to the Treaty of Versailles, the Rhineland was to be a demilitarised zone. However, on 7 March 1936 Hitler sent 22 000 police and 15 000 soldiers into the area
- In 1934 Austrian Nazis assassinated the Austrian chancellor, Dollfuss. Mussolini, the Italian leader, did not want this to lead to a German takeover so he moved troops to the border with Austria. Hitler decided not to take action at this stage
- By 1938 Germany and Italy were allies and the German army had grown. Austrian Nazis began to put pressure on the government to unite Austria and Germany. Hitler forced Schuschnigg, the Austrian chancellor, to appoint the Austrian Nazi leader, Seyss-Inquart, as Minister of the Interior
- Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and Schuschnigg was forced to resign. Seyss-Inquart became the new Austrian chancellor and invited German troops into the country to restore order.

Any other valid point

[15]

Candidates must address both guidelines to access Level 3.

25

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Option 2: Russia, c1916–1939

AVAILABLE
MARKS

- 4 (a) Describe **two** actions taken by Lenin which contributed to the success of the October Revolution, 1917.

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

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

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

Able to identify and describe one action taken by Lenin which contributed to the success of the October Revolution in 1917. **[2]**

Apply above criteria to each action

Any **two** actions:

- Lenin returned to Petrograd in April 1917. He ordered the Bolsheviks not to co-operate with the Provisional Government
- Lenin's April Theses won support for the Bolsheviks by offering "peace, bread and land"
- Lenin issued the slogan "All Power to the Soviets" and encouraged the Bolsheviks to gain control of them. By September 1917 the Bolsheviks controlled the Petrograd Soviet
- Lenin played an important role in the timing of the October Revolution. He persuaded a reluctant Bolshevik leadership to overthrow the Provisional Government before elections to the Constituent Assembly could be held.

Any other valid point

[4]

- (b) How did the weaknesses and mistakes of the Provisional Government contribute to its downfall by October 1917?

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

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

Level 1 ([1]–[2])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Writing communicates ideas effectively, using

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

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

Indicative Content

- The Provisional Government was not elected. It lacked legitimacy, experience and authority. It was a coalition and had no programme for government
- The structure of the Provisional Government, based on the system of Dual Authority, was a key weakness. The Petrograd Soviet retained the loyalty of the workers and soldiers in Order No 1
- The Provisional Government disbanded the Okhrana. This made it easier for the Bolsheviks to organise and undermine the Provisional Government
- The delay in introducing land reform and the continuation of the war led to a loss of support from the peasants. By autumn 1917 disorder in the countryside increased, as returning soldiers seized land and killed over 2000 landlords and their agents
- The Kornilov Revolt was an important event in weakening the Provisional Government. Kerensky released Bolshevik leaders and gave weapons to the Red Guard to defend Petrograd. When the Kornilov Revolt failed the Bolsheviks were now armed and claimed credit for saving Petrograd.

Any other valid point

[6]

(c) Explain why Tsar Nicholas II was forced to abdicate in February 1917. In your answer refer to the guidelines and use other relevant knowledge.

- Effects of the First World War on the economy
- Actions of Tsar Nicholas II and Tsarina Alexandra.

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

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

Level 1 ([1]–[5])

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

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

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Level 3 ([11]–[15])

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

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

Indicative Content

- Russia was not prepared for a modern industrial war such as the First World War. The war put an extra strain on Russia's already fragile economy and this weakened the Tsar
- Industrial production dropped by 50% during the First World War. This made it even more difficult to provide the supplies needed by the army. A poor transport system made matters worse
- Production dropped in agriculture as peasants and horses were conscripted to the army. This contributed to food shortages in the cities
- Inflation increased to 400% between 1914 and 1917. Price rises were particularly high for food such as potatoes and wheat, where inflation was running at 700%. In contrast, wages only rose by 200%
- Tsar Nicholas made himself Commander-in-Chief of the Russian army in August 1915. This was a mistake as he was indecisive and lacked leadership skills. Nicholas was now personally responsible for Russia's performance in the war
- Nicholas left Petrograd and went to army headquarters at Mogilev and left control of the government to Tsarina Alexandra
- Alexandra supported autocracy and refused to co-operate with the Duma. She sacked 36 government ministers between 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. The nobility resented being sidelined by Rasputin
- With pressure mounting the Tsar was forced to abdicate in February 1917.

Any other valid point

[15]

Candidates must address both guidelines to access Level 3.

25

AVAILABLE
MARKS

- 5 (a) Describe **two** effects of the New Economic Policy (NEP) on peasants in Russia between 1921 and 1924.

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

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

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

Able to identify and describe one effect of the New Economic Policy (NEP) on peasants in Russia between 1921 and 1924 **[2]**

Apply above criteria to each effect

Any **two** effects:

- The NEP ended the forced seizure of food. Peasants only had to give part of their crops to the state and were allowed to sell their surplus grain for profit on the open market. The grain harvest doubled between 1921 and 1925
- The NEP led to the emergence of a richer, more industrious class of peasant called the kulaks. Kulaks were able to buy extra land and animals
- Peasants were unhappy that the price of grain fell behind that of industrial goods such as tractors and ploughs. This led to the 'Scissors Crisis' in 1923
- Most peasants remained poor and continued to use backward methods of farming. Many were unable to afford the inflated price of manufactured goods.

Any other valid point

[4]

- (b) How were the Bolsheviks able to strengthen their control over Russia between October 1917 and June 1918?

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

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

Level 1 ([1]–[2])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

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Level 3 ([5]–[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

Indicative Content

- Lenin used the Red Guard to close down the Constituent Assembly in January 1918
- The Cheka, the Bolshevik secret police, arrested political opponents and closed down opposition newspapers
- The Liberals and Kadet parties were banned and the Left SRs were expelled from the government
- The Bolsheviks gained the support of the peasants by introducing the Land Decree in October 1917. This allowed the peasants to keep all lands seized from the nobility and the Orthodox Church in 1917
- The Bolsheviks signed the Treaty of Brest-Litovsk in March 1918, as they were determined to bring an end to Russia's involvement in World War One.

Any other valid point

[6]

- (c) Explain why the Red Army won the Civil War in Russia between 1918 and 1921. In your answer refer to the guidelines and use other relevant knowledge.

- Strengths of the Red Army
- Weaknesses of the White Armies.

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

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

Level 1 ([1]–[5])

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

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

Level 3 ([11]–[15])

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

([6] AO1 ([9]) AO2

Indicative Content

- The Red Army won the Civil War because it occupied the most industrially-developed areas of Russia and the centre of the railway system. This gave them access to weapons and war supplies unavailable to the Whites and allowed them to deploy their troops quickly
- Trotsky was an inspirational military leader. He visited the troops at the front in a special train and made rousing speeches
- Trotsky was a ruthless military leader. He introduced the Red Terror which ensured the forced conscription of soldiers in the area controlled by the Reds. Over 20 000 opponents were shot by the Cheka
- Trotsky forced 22 000 ex-Tsarist officers to provide leadership to turn the inexperienced Red Army into a disciplined, well-led and effective fighting force of 5 million soldiers
- The White Armies failed to unite effectively. They were an unco-ordinated collection of groups in remote areas of Russia. They had very different aims, and were united only by their dislike of the Bolsheviks
- The White Armies failed to establish a command structure and their leadership was divided and weak. A poor railway network hindered any effort at co-ordination
- The White Armies were unpopular. They treated the peasants and workers very harshly in the areas they controlled. The Whites allowed Cossacks to carry out anti-Jewish pogroms and violence against non-Cossacks in the areas they controlled. General Denikin alienated the peasants by supporting the return of their land to the landlords
- The Whites were seen as traitors. Foreign governments supplied them with weapons and money, which the White Armies often sold on the 'black market'. Bolshevik propaganda portrayed the Whites as disloyal and the Red Army as patriotic against foreign invaders.

Any other valid point

[15]

Candidates must address both guidelines to access Level 3.

25

AVAILABLE
MARKS

- 6 (a) Describe **two** reasons why Trotsky failed to become leader of the USSR between 1924 and 1929.

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

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

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

Able to identify and describe one reason for Trotsky's failure to become leader of the USSR between 1924 and 1929. **[2]**

Apply above criteria to each reason

Any **two** reasons:

- Many in the Communist Party mistrusted Trotsky. He was seen as arrogant and distant. Stalin seemed much less threatening
- In 1924 Trotsky's failure to attend Lenin's funeral damaged his reputation. Stalin delivered Lenin's funeral oration, setting himself up as the man who would carry on Lenin's work
- Trotsky was very loyal to the Communist Party. He tended not to challenge decisions made by the Party, even if he disagreed with them
- Trotsky was less unscrupulous than Stalin. He saw backroom deals as beneath him, and so was easily outflanked by Stalin.

Any other valid point

[4]

- (b) In what ways did Stalin increase his control of the USSR during the 1930s?

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

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

Level 1 ([1]–[2])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate, well-developed description and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

AVAILABLE
MARKS

Indicative Content

- Stalin was represented as the all-powerful leader and the saviour of the USSR. He was credited with having superhuman powers
- Stalin used terror to deal with political opposition. Kirov, the Leningrad party leader, was killed in 1934
- The Great Purges between 1934 and 1938 removed most of the middle and upper layers of the communist party, armed forces and NKVD. 'Show Trials' were used to remove the leading members of the Communist Party, for example, Zinoviev and Bukharin
- A climate of fear and suspicion existed in the USSR in the 1930s, known as the Great Terror. The NKVD or secret police sent up to 20 million Russians to labour camps or gulags which were set up in remote areas such as Siberia
- The Cult of Personality was developed in the 1930s. Paintings, sculpture and poetry glorified Stalin.

Any other valid point

[6]

- (c) Explain how Collectivisation changed the economy and the lives of peasants in the USSR between 1928 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- Effects on the economy
- Effects on the lives of peasants.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[5])

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

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

Level 3 ([11]–[15])

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

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

AVAILABLE
MARKS

Indicative Content

- Under Collectivisation individual farms were taken from the peasants and turned into state-owned collective farms called kolkhozy, each comprising 50 to 100 households
- By 1936 over 90% of the USSR's farms were collectivised. Peasants were paid and the quotas of food were given to the state at low prices. Peasants were able to keep a small private plot and some animals
- There were 2500 Motor Tractor Stations set up to organise the supply of machinery and seeds to modernise agriculture and increase production
- Agricultural production remained low and did not reach 1928 levels until World War Two
- Collectivisation of agriculture created turmoil and a high human cost as kulaks resisted it. They killed livestock and refused to plant crops. Between 1929 and 1933, two-thirds of all sheep and goats and half of all horses were killed
- Up to 5 million people in the Ukraine died in the famine between 1932 and 1934. Across the USSR, an estimated 10 million died
- Shortages remained in agriculture until the late 1930s despite an easing off in the pace of Collectivisation. Many peasants fled the countryside to become industrial workers in the cities
- Over 5 million kulaks were killed or sent to labour camps.

Any other valid point

[15]

Candidates must address both guidelines to access Level 3.

AVAILABLE
MARKS

25

Option 3: United States of America, c1920–1941

AVAILABLE
MARKS

- 7 (a) Describe **two** changes in the role of women in the USA in the 1920s.

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

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

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

Able to identify and describe one change in the role of women in the USA in the 1920s. **[2]**

Apply above criteria to each change

Any **two** changes:

- Women in the USA were given the vote in 1920, which gave them more political influence
- More women worked full-time in offices and in the new consumer goods industries, e.g. radio. By 1929 over 10 million women were in paid employment
- The Flappers emerged in the 1920s. They were young, fashionable middle class women whose lifestyle was influenced by jazz music and the cinema
- Flappers wore lipstick, smoked in public, wore short clothes and some had sex before marriage. They went to speakeasies and dancehalls and imitated the lifestyles of the film stars.

Any other valid point [4]

- (b) Why did immigrants to the USA experience hostility in the 1920s?

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

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

Level 1 ([1]–[2])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate well-developed explanation and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

Indicative Content

- Over 40 million immigrants came to the USA between 1890 and 1914. Most were Catholic and Jewish, from Southern and Eastern Europe, and did not speak English. They were seen as a threat to the American way of life by the dominant WASP group
- Immigrants were seen as a threat to the jobs of WASPs as they undercut wages. Most immigrants lived in ghettos in the big cities and were linked to a growth in crime, e.g. the Mafia emerged in the 1920s
- Germans were the largest immigrant group in the USA. Germany and the USA were at war in 1917 and 1918. Over 170 000 American soldiers were killed. German immigrants faced hostility as a result
- Immigrants were linked to anarchism and communism. Many WASPs feared that new immigrants would start a communist revolution in the USA. During the Red Scare, thousands of immigrants were arrested as communist sympathisers.

Any other valid point

[6]

- (c) Explain why Prohibition was introduced in the USA in January 1920 and how the law on Prohibition was broken in the 1920s. In your answer refer to the guidelines and use other relevant knowledge.

- Reasons for introducing Prohibition in January 1920
- Problems enforcing Prohibition during the 1920s.

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

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

Level 1 ([1]–[5])

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

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

Level 3 ([11]–[15])

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

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

Indicative Content

- Before 1920 the Temperance Movement gained strong support from WASPs, the dominant group in the USA. Influential pressure groups, e.g. the Women's Christian and Temperance Union, had campaigned for Prohibition
- Many WASPs regarded alcohol as sinful. Fundamentalist preachers such as Billy Sunday influenced many conservative WASPs against alcohol
- Anti-foreign feeling was strong in the USA in 1920. Most breweries were owned by Germans, the USA's enemy in World War One. Alcohol was linked to the lifestyles of new immigrant groups. Banning alcohol was seen by many WASPs as a patriotic duty
- Alcohol was linked to social problems. A campaign organised by the Anti-Saloon League used posters to convince many Americans that alcohol caused absenteeism from work and was bad for family life
- Medical reports showed the negative effects of alcohol on pregnant women and as a cause of liver damage
- There was a lack of public support and respect for Prohibition in a democracy. Some people resented the loss of freedom of choice. President Harding was reputed to have drunk alcohol in the White House
- Prohibition was difficult to enforce and soon gangs emerged. The Mafia, led by Al Capone, controlled bootlegging, the illegal import and distribution of alcohol from Canada and the West Indies
- Illegal liquor called moonshine was brewed, using stills in people's homes. In 1930, over 280 000 illegal stills were seized
- The Mafia and other gangs controlled the illegal saloons or speakeasies where people could easily obtain alcohol. There were over 30 000 speakeasies in New York in 1929
- Corruption was a major problem. Many police, lawyers and government officials accepted bribes
- The government employed only 2300 prohibition agents to enforce the law. They were badly paid and one in twelve was sacked for accepting bribes, while some others were killed by gangsters.

Any other valid point

[15]

Candidates must address both guidelines to access Level 3.

AVAILABLE
MARKS

25

- 8 (a) Describe **two** actions taken by President Hoover to deal with the effects of the Great Depression between 1929 and January 1933.

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

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

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

Able to identify and describe one action with some development. **[2]**

Apply above criteria to each action

Any **two** actions:

- Before 1931, Hoover relied on a policy called 'Voluntarism'. Employers were encouraged 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 that provided jobs, e.g. the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment
- In 1931 Hoover set up the Reconstruction Finance Corporation. The federal government lent \$1500 million to businesses and banks in difficulty. This was seen as too little too late and a desperate ploy to win support in the presidential election
- In 1930 the Hawley-Smoot Act increased tariffs by 50%. Its aim was to protect US economy but it only slowed down world trade.

Any other valid point

[4]

- (b) How did the Great Depression affect agriculture and the lives of farmers and sharecroppers between 1929 and 1932?

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

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

Level 1 ([1]–[2])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

AVAILABLE
MARKS

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate well-developed explanation and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

Indicative Content

- Farmers had not shared in the economic boom of the 1920s as farm prices decreased. Continued over-production and under-consumption led to a fall in farm income from \$13 billion in 1929 to \$7 billion in 1932
- Agriculture depended on exports but the Republican policy of protectionism affected American agriculture badly. The Hawley-Smoot Act of 1930 doubled tariffs and led to a further decline in agricultural exports. Farm prices fell, e.g. wheat from 103c per bushel in 1929 to 38c per ton in 1933
- Farm debt increased as farmers had borrowed heavily to invest in machinery to increase production in the 1920s. Thousands of farmers went bankrupt and were evicted from their farms. Thousands of farm labourers and sharecroppers lost their jobs and many experienced hunger
- Many farmers killed animals and destroyed crops to force an increase in prices. Poverty and hunger existed in the midst of plenty
- In the Midwest a drought and over-cultivation of the soil led to dust storms that destroyed millions of acres of farm land. Thousands of farmers from Oklahoma and Arkansas were forced to migrate to California in search of work.

Any other valid point

[6]

- (c) Explain the effects of the Great Depression on the economy and the lives of the unemployed in the USA between 1929 and 1932. In your answer refer to the guidelines and use other relevant knowledge.

- Effects of the Great Depression on industry and the banking system
- Effects of the Great Depression on the lives of the unemployed.

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

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

Level 1 ([1]–[5])

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

AVAILABLE
MARKS

Level 2 ([6]–[10])

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

Level 3 ([11]–[15])

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

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

Indicative Content

- 642 banks collapsed in 1929 as savers lost confidence and began to panic and withdraw their savings. This led to the collapse of over 4000 small independent banks by 1933. Nine million Americans lost their savings and the American banking system was on the verge of collapse by 1932
- Banks became very reluctant to lend money to businesses to keep industry going. This led in turn to cutbacks in investment and production and a vicious cycle of falling demand and rising unemployment. Production of cars and consumer goods was very badly affected as demand fell and there was a severe slowdown in world trade
- Over 100 000 businesses collapsed by 1932 and 14 million people, about 25% of the workforce, were unemployed. There was no unemployment benefit and the unemployed endured great hardship during the Great Depression
- People had to queue for free bread and soup from private charities. Thousands went hungry and one-third of all children in New York were malnourished. By the end of 1932, over 300 000 children no longer attended school
- Thousands of unemployed 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 'Hoovervilles' 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 doing 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. Suicides increased by 50%, as many unemployed lost hope.

Any other valid point

[15]

Candidates must address both guidelines to access Level 3.

AVAILABLE
MARKS

25

- 9 (a) Describe **two** actions taken by the Supreme Court to oppose Roosevelt's New Deal.

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

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

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

Able to identify and describe one action taken by the Supreme Court to oppose Roosevelt's New Deal. **[2]**

Apply above criteria to each action

Any **two** actions:

- The Supreme Court interpreted the constitution and believed that President Roosevelt was exceeding his constitutional position. The Supreme Court was dominated by Republican judges
- The Supreme Court declared 11 of Roosevelt's New Deal agencies unconstitutional. The Supreme Court ruled that the president was taking decisions that could only be made by state governments
- 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.

Any other valid point **[4]**

- (b) How did the New Deal agencies affect agriculture and the lives of farmers in the USA between 1933 and 1939?

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

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

Level 1 ([1]–[2])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will include more relevant detail linked to the question and there will be some analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

AVAILABLE
MARKS

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate well-developed explanation and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

Indicative Content

- The New Deal aimed to improve agriculture by increasing farm prices and farmers' incomes. The Agricultural Adjustment Administration [AAA] was set up to deal with the problems of oversupply and low prices
- The AAA paid compensation to farmers to reduce the amount of crops sown and animals bred. 6 million piglets were killed and millions of acres of cotton and wheat were ploughed up. By 1934, food prices increased, farm debt was halved and farm income increased by 50%
- The Tennessee Valley Authority [TVA] built 33 dams on the Tennessee River, making an area of 40 000 square miles productive again. The building of hydroelectric power stations provided cheap electricity for this area
- The Farm Credit Administration [FCA] made loans to one-fifth of all farmers so they would not lose their farms. The Farm Security Administration [FSA] gave loans to sharecroppers to buy their land.

Any other valid point

[6]

- (c) Explain how President Roosevelt dealt with the problem of unemployment and the rights of workers in the USA between 1933 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- Actions to deal with unemployment
- Actions to improve the rights of workers.

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

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

Level 1 ([1]–[5])

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

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

AVAILABLE
MARKS

Level 3 ([11]–[15])

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

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

Indicative Content

- Roosevelt promised ‘action and action now’ but had no clear solution about how to solve America’s problems. Roosevelt had promised that reducing unemployment was a central aim of the New Deal. He appointed experts to develop a programme to deal with the effects of the Great Depression
- Alphabet agencies were set up during the Hundred Days, e.g. the Civilian Works Administration [CWA] provided over 4 million short-term jobs
- The Public Works Administration [PWA], led by Harold Ickes, provided work schemes for skilled workers, e.g. electricians and engineers. It spent \$7 billion on public work schemes between 1933 and 1939 and built 70% of American schools and 35% of American hospitals
- The Works Progress Administration [WPA], led by Harold Hopkins, provided over 2 million jobs each year. It had 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, \$1 per day and lived in 13 000 CCC camps all over the USA
- The Tennessee Valley Authority [TVA], provided thousands of jobs in revitalising a poverty-stricken area in the south east of the USA. Jobs were created in electricity, light engineering and tourism
- However, unemployment proved to be difficult to solve. The New Deal agencies cost \$17 billion but 9 million were unemployed in the USA in 1939. The PWA and the WPA schemes gave the unemployed skills and self-confidence and also provided an improved infrastructure in hospitals, schools and communications, which improved overall quality of life
- The National Recovery Administration [NRA] aimed to improve workers’ conditions and rights. It aimed to improve co-operation between management and workers. Over 2 million firms and 16 million workers were part of the NRA Blue Eagle Scheme
- Over 750 NRA codes regulated wages and conditions in a range of industries. The NRA codes established a minimum wage and banned child labour. All businesses in the NRA schemes agreed to pay a minimum wage of \$12 for a 40 hour week. The NRA gave workers a fairer deal in the workplace, including better working conditions and shorter hours

AVAILABLE MARKS

- The Social Security Act in 1935 set up an unemployment insurance scheme to help the unemployed and a state pension to everyone over 65
 - The Wagner Act in 1935 helped workers to form trade unions to safeguard workers' rights and protect workers from being sacked.
- Any other valid point [15]

Candidates must address both guidelines to access Level 3.

Section A

AVAILABLE MARKS
25
50

Section B

AVAILABLE
MARKS

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

10 (a) (i) Study Source A

Using **Source A**, and **your own knowledge**, describe how relations between Britain and Ireland changed in 1949.

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

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

Level 1 ([1]–[2])

Answers at this level will address the question in a general way and offer a limited description of how relations between Britain and Ireland changed in 1949. Answers make very little reference to Source A and limited or no own knowledge is used.

Level 2 ([3]–[4])

Answers at this level will offer a more detailed description of how relations between Britain and Ireland changed in 1949 using Source A. Some own knowledge may be used to support the answer. There will be gaps in the response.

Level 3 ([5]–[6])

Answers at this level will offer a full and accurate description of how relations between Britain and Ireland changed in 1949 using Source A. Relevant and accurate own knowledge will be used to support the answer.

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

Answers may include some of the following:

- Ireland finally cut the remaining links with the Commonwealth (Source A) and declared a Republic on Easter Monday 1949
- ‘1949 marked the end of the quarrel between Britain and Ireland over the Treaty’ (Source A). There was no hostile reaction from Britain to this move
- ‘Britain responded with the Ireland Act’ (Source A), which recognised the Republic of Ireland and defined the principles which would affect relations between the two countries
- There were few changes, for example workers in Ireland and Britain would not need work permits, passports were not needed for travel between Ireland and Britain. Voting rights were granted in each other’s elections.

Any other valid point

[6]

(ii) Study Source B

Using **Source B**, and **your own knowledge**, explain why the issue of conscription caused problems in Northern Ireland between 1939 and 1941.

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

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers at this level will provide a more detailed explanation and analysis of why the issue of conscription caused problems in Northern Ireland between 1939 and 1941. The content of Source B and some own knowledge will be used to provide a more informed response.

Level 3 ([7]–[9])

Answers at this level will offer a more detailed and developed explanation of why the issue of conscription caused problems in Northern Ireland between 1939 and 1941. Source B will be used fully and accurately. Own knowledge will be used to provide an informed response.

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

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

- Source B states that de Valera ‘made it clear’ to the British ‘that he was against it’
- Source B states that de Valera warned that ‘it would lead to strong opposition from the nationalists in Northern Ireland’
- Source B shows that some people thought conscription should be introduced following the Belfast Blitz
- Unionists supported conscription since its introduction in Britain in April 1939. There was a belief that since Northern Ireland was part of the United Kingdom then conscription should be introduced
- Craigavon visited Chamberlain in London to urge the introduction of conscription to Northern Ireland. However, he was told that Northern Ireland would be exempt because of ‘special difficulties’
- In 1941 Churchill planned to introduce conscription to Northern Ireland. This was backed by Stormont but was blocked by the British Cabinet
- In May 1941 large scale nationalist protests were held in Belfast to show their opposition to conscription.

Any other valid point

[9]

AVAILABLE
MARKS

(iii) Study Source C

Source C suggests that “the war seemed remote” to the people of Éire.

How far do you agree with the view that the Second World War had little effect on the lives of the people of Éire? Explain your answer using **Source C** and **your own knowledge**.

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

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

Level 1 ([1]–[4])

Limited and generalised response which only partially addresses the question. Candidates may extract limited information from Source C which outlines one view on how the Second World War had little effect on the lives of the people of Éire. Candidates may also include some general points from their own knowledge. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[8])

Answers at this level will show an understanding of the different views on how the Second World War had little effect on the lives of the people of Éire. Candidates will use the view expressed in Source C and some own knowledge to attempt to reach a judgement on the different views related to life in Éire during the Second World War. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([9]–[12])

Candidates at this level will show a clear understanding of the views regarding the effects of the Second World War on the lives of the people of Éire as outlined in Source C. Candidates will use their own knowledge to explain clearly the different interpretations of the effects of the Second World War on the lives of the people of Éire and make reference to Source C to support their explanation. A judgement must be reached. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

Answers may include some of the following from Source C:

- Source C shows that the ‘war seemed remote’ to the people of Éire even though de Valera called it “The Emergency”
- Source C shows that ‘gradually there were shortages of various kinds and coal became scarce’

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- Source C shows that in 1943 and 1944 there was 'severe rationing of gas and electricity and we really started to notice the effects of the war'.

Answers may include some of the following own knowledge:

- The Emergency Powers Act was introduced, giving the government of Éire the authority to make any decision that they thought fit in order to secure the safety of the public and the state
- German aircraft bombed Dublin on 30–31 May 1941, killing 28 people
- Trade with Britain declined as Britain needed all ships for the war effort
- Due to an inability to import raw materials or food, many industries closed down, unemployment rose and emigration to Britain increased
- Thousands of Éire's citizens joined the British army and merchant navy. Over 100 000 people from Éire worked in British munitions factories
- There was a sharp increase in cross-border smuggling between Éire and Northern Ireland
- There were no blackout regulations in Éire and social activities continued as normal. Thus many servicemen crossed into Éire from Northern Ireland for entertainment.

Any other valid point

[12]

- (b) How did de Valera dismantle the Anglo-Irish Treaty in the period 1932 to 1937?

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

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

Level 1 ([1]–[2])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will include more relevant detail linked to the question and there will be some explanation and analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate, well-developed explanation and analysis. 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

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MARKS

Answers may include some of the following:

- De Valera abolished the Oath of Allegiance in 1933
- The powers of the Governor General were reduced in 1933 and abolished in 1937
- The External Relations Act 1936 removed the King's authority
- Irish people could no longer use the Privy Council to appeal decisions made by Irish courts
- The Constitution of 1937 changed the name from the Irish Free State to Éire and removed the remaining symbolic links with Britain
- The Head of State was no longer the British monarch but a president who was to be elected every seven years. This was mainly a ceremonial position
- Under Article 2, Éire claimed control over all of Ireland, though its laws applied only to the 26 counties.

Any other valid point [6]

- (c) "The Stormont government did not fully prepare Northern Ireland for war in the period 1938 to 1941." Do you agree? Explain your answer.

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[5])

Answers will address the question in a general way. Answers will include general points linked to the statement. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

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

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

Answers may include some of the following:

- The pace of rearmament began to increase and Northern Ireland started preparing for war in 1938. The government's actions mirrored those in Britain. Large orders were placed for service uniforms, tents and bedding
- The Air Raid Precautions Act 1938 was introduced by the Stormont

AVAILABLE
MARKS

Government to take care of civil defence measures and production of anti-aircraft shells began in 1938. Blackout regulations were imposed in September 1939

- To compensate for the refusal to introduce conscription, Northern Ireland was awarded over £6 million in defence contracts. Harland & Wolff and Short & Harland got much of this work. Unemployment fell by over 30 000 in 1939
- Craigavon secured financial support for an airport at Newtownards and for a new airfield in Sydenham
- There was an attitude of complacency, based on the belief that Northern Ireland was too far away to be targeted by an air attack
- This attitude of complacency was also evident within the Stormont Government. There was a distinct lack of preparation
- In 1939 Northern Ireland had no RAF fighter protection, no searchlights and virtually no anti-aircraft guns. By 1941 Belfast had only 22 anti-aircraft guns and few barrage balloons. Only one squadron of fighters, the Hurricanes of 245 Squadron, gave air protection
- Measures to protect the civilian population were inadequate and were not enforced. Shelters could only accommodate one-quarter of Belfast's population
- This attitude of complacency in the government meant that few civilians carried gas masks and many did not take the threat of war seriously. By early 1941 many people ignored the blackout regulations and the ARP wardens
- Social activities continued as normal – cinemas, theatres and dance halls remained open
- Few people agreed to be evacuated from Belfast
- Improvements came when John MacDermott was appointed and from mid-1940 onwards there were changes made to civil defences. The fire service was strengthened. The number of RAF squadrons was increased. Hurricane fighters were deployed and the erection of public shelters was accelerated but some regarded MacDermott's efforts as too little too late
- Basil Brooke did a good job as Minister for Agriculture in helping to organise this sector.

Any other valid point

[17]

Assessment of spelling, punctuation and the accurate use of grammar

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

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

Level 1 Threshold performance (1 mark)

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

Level 2 Intermediate performance (2–3 marks)

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

Level 3 High performance (4–5 marks)

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

[5]

AVAILABLE
MARKS

55

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

**AVAILABLE
MARKS**

11 (a) (i) Study Source A

Using **Source A**, and **your own knowledge**, describe how nationalists reacted to the Hunger Strikes of 1981.

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

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

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

Answers at this level will offer a more detailed description of how nationalists reacted to the hunger strikes using Source A. Answers will use some own knowledge to support their answer. There will be gaps in the response.

Level 3 ([5]–[6])

Answers at this level will offer a full and accurate description of how nationalists reacted to the hunger strikes using Source A. Relevant and accurate own knowledge will be used to support the answer.

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

Answers may include some of the following:

- Source A is a photograph of nationalists marching in support of the hunger strikes. The Hunger Strike of 1981 gained support from nationalists in Northern Ireland
- Source A also shows nationalists carrying placards with the photographs and names of some of the hunger strikers.
- When Bobby Sands stood in the Fermanagh-South Tyrone by-election he was elected MP. The funerals of Sands and others who died as part of the Hunger Strike were attended by nationalists in large numbers
- Nationalists showed their support for the hunger strikers' beliefs when Gerry Adams was elected MP for West Belfast in 1983, whilst Gerry Fitt lost his seat. The SDLP lost support. Sinn Féin's vote in the 1983 elections increased significantly. Sinn Féin was campaigning for issues that had been supported by the hunger strikers
- Nationalist feeling against Margaret Thatcher's Conservative government increased. There was increased nationalist alienation from the state.

Any other valid point

[6]

(ii) Study Source B

Using **Source B**, and **your own knowledge**, explain why the Provisional IRA emerged in Northern Ireland by 1970.

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

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

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

Answers at this level will provide a more detailed analysis of the main reasons why the Provisional IRA emerged in Northern Ireland. The content of Source B and some own knowledge will be used to provide a more informed response.

Level 3 ([7]–[9])

Answers at this level will offer a more detailed and developed explanation of the main reasons why the Provisional IRA emerged in Northern Ireland by 1970. Source B will be used fully and accurately. Own knowledge will be used to provide an informed response.

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

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

- 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. Source B makes reference to this in referring to the violence of 1969
- A new hard-line 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. It believed that the Official IRA was ‘too soft’ on the struggle for a united Ireland (Source B) and ‘split’ from the Official IRA (Source B)
- The Provisional IRA wished to win civil rights for Catholics
- The Provisional IRA was determined to destroy the Stormont Government, ‘to destroy the Northern Ireland state’ (Source B)
- The Provisional IRA was determined to drive British troops out of Northern Ireland: ‘to force the British to withdraw’ (Source B).

Any other valid point

[9]

AVAILABLE
MARKS

(iii) Study Source C

Source C suggests that the civil rights movement increased tensions in Northern Ireland in the 1960s.

How far would you agree that the civil rights movement did not “believe in civil rights” and had no “respect for law and order”? Explain your answer using **Source C** and **your own knowledge**.

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

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

Level 1 ([1]–[4])

Limited and generalised response which only partially addresses the question. Candidates may extract limited information from Source C which outlines one view on the civil rights movement. Candidates may also include some general points from their own knowledge. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([5]–[8])

Answers at this level will show an understanding of the different views on the civil rights movement. Candidates will use the view expressed in Source C and their own knowledge and attempt to reach a judgement on whether the civil rights movement “did not believe in civil rights” and had “no respect for law and order”. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([9]–[12])

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

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

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

- Source C states ‘the civil rights people do not believe in civil rights...they are just a bunch of republican rebels’. This supports the idea that the civil rights movement was a negative influence
- Source C also states that the civil rights people ‘have no respect for law and order’ and ‘they have no loyalty to this country’ suggesting that those involved in the civil rights movement cared little for civil rights or Northern Ireland and were prepared to destroy Northern Ireland

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MARKS

- Source C indicates that Ian Paisley and others will 'save this country from destruction'.

Answers may include some of the following own knowledge:

- In the 1960s, the civil rights movement in Northern Ireland was set up to address discrimination in housing, voting, jobs and council elections through peaceful protest
- A housing protest (squat) was held in Caledon Co. Tyrone, led by nationalist MP Austin Currie in protest at one instance of unfair housing allocation by the Dungannon Rural District Council
- NICRA marched from Coalisland to Dungannon in August 1968 to highlight the housing situation. The march eventually passed off without incident
- The NICRA march in Derry/Londonderry in October 1968 was banned, but went ahead anyway, passing through some Protestant areas. This led to clashes between the RUC and the marchers, with heavy-handed tactics being used by the police. This led to accusations that the civil rights movement was violent
- A People's Democracy (PD) march from Belfast to Derry/Londonderry took place in January 1969. The PD ignored condemnation, provoking unionists further by going through a number of Protestant areas. Further accusations were made about the civil rights movement not supporting law and order.

Any other valid point

[12]

- (b) In what ways did O'Neill deal with the economic problems facing Northern Ireland in the 1960s?

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

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will address the question in a general way. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Answers will include more relevant detail linked to the question and there will be some explanation and analysis. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Answers will be well informed and provide an accurate, well-developed explanation and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

AVAILABLE
MARKS

Answers may include some of the following:

- O'Neill's government invested £900 million in the economy to stimulate economic growth. Five economic zones were set up, four in the east, one in the west, in the hope of attracting new industries
- He created a Ministry of Development under Brian Faulkner to carry out the reforms
- He established a new city called Craigavon to ease population pressures in Belfast and to link the towns of Lurgan and Portadown
- He developed a new university at Coleraine to provide a skilled workforce
- O'Neill attracted new multinational firms to Northern Ireland, e.g. ICI, Michelin and Goodyear. This was an attempt to solve Northern Ireland's unemployment problem
- A new motorway system was under construction. This was an attempt to solve the problems with Northern Ireland's poor infrastructure
- A new airport was under development to improve links with the rest of the United Kingdom
- Economic links with the Irish Republic led to an agreement on electricity supply.

Any other valid point

[6]

- (c) How effective were the governments of Britain and Northern Ireland in responding to increased violence in Northern Ireland from August 1969 to August 1971?

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

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

Level 1 ([1]–[5])

Answers will address the question in a general way. Answers will include general points linked to the statement. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[11])

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

Level 3 ([12]–[17])

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

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

AVAILABLE
MARKS

Answers may include some of the following:

- The British Government intervened directly in Northern Ireland following the violence of the summer of 1969
- British troops were sent on to the streets of Belfast and Derry/Londonderry by 15 August 1969, to relieve the exhausted RUC. This helped restore law and order. The troops were welcomed by nationalists as protectors
- The Downing Street Declaration was published by the British Government on 19 August 1969. It suggested some reforms such as a committee on policing, led by Lord Hunt. The Scarman Tribunal was also set up to investigate the events
- The Downing Street Declaration promised nationalists the same equality of treatment as every other citizen of the United Kingdom. It also assured unionists that a united Ireland would only come with the consent of the majority of the people in Northern Ireland
- Despite this the level of violence was on the increase at the end of 1970 and the start of 1971. By the time the marching season arrived, it was at an all-time high
- The IRA was continuing to grow. Its numbers had been boosted by events like the Falls Road Curfew in July 1970
- The government of Northern Ireland had the power to introduce internment under the terms of the Special Powers Act. The government of Northern Ireland felt this was the best solution to deal with the violence in Northern Ireland at the time
- Internment had been a successful tactic against the IRA in the past. It had been used successfully by both the governments of Northern Ireland and of Éire. Internment would give the opportunity to find information on the location of IRA weapons, providing the opportunity to question more IRA members
- The government of Northern Ireland believed that a stronger response was needed to the IRA than the one taken by the government in Britain at the time
- Candidates should include detail on the effectiveness of the governments of Britain and Northern Ireland in that as a result of these measures violence increased further.

Any other valid point

[17]

Assessment of spelling, punctuation and the accurate use of grammar

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

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

Level 1 Threshold performance (1 mark)

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

Level 2 Intermediate performance (2–3 marks)

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

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MARKS

Level 3 High performance (4–5 marks)

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

[5]

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

55

55**105**