

New  
Specification



*Rewarding Learning*

**General Certificate of Secondary Education  
2015**

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## **History**

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

**[GHT11]**

**MONDAY 1 JUNE, MORNING**

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**MARK  
SCHEME**

## General Marking Instructions

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

### ***Assessment Objectives***

Below are the assessment objectives for GCSE History.

Candidates must:

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

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Types of mark schemes***

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### ***Levels of response***

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **high performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### ***Quality of written communication***

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

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

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

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

## Section A

## Option 1: Germany, 1918–1939

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

## 1 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the Nazi Party in the 1920s:

Swastika	25 Point Programme	Mein Kampf	Stormtroopers	Munich Putsch
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- |       |   |                      |     |
|-------|---|----------------------|-----|
| (i)   | Nickname given to the SA                  | <u>Stormtroopers</u> |     |
| (ii)  | Nazi attempt to take power                | Munich Putsch        | [1] |
| (iii) | Outlined the main ideas of the Nazi Party | 25 Point Programme   | [1] |
| (iv)  | Symbol of the Nazi Party                  | Swastika             | [1] |
| (v)   | Book written by Hitler                    | Mein Kampf           | [1] |

[1] for each correct answer.

If no answer is correct, award [0]

- (b) Describe **two** ways in which Germany was affected by the Treaty of Versailles by 1921.

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

Award [0] for responses not worthy of credit

Able to identify one way with no description [1]

Able to identify one way with limited description [2]

Able to identify one way with detailed description [3]

Apply above criteria to each way

Any **two** ways:

- Article 231, the War Guilt clause, meant that Germany had to accept responsibility for starting the war. This affected its international reputation
- Germany had to pay £6600 million in reparations for war damage which made the economy weak
- Germany lost 10% of its land. This land lost contained 16% of Germany's coalfields and half its iron and steel industry so the country

- had fewer natural resources available to it
  - The Treaty had placed limits on the size of the German armed forces. The army was restricted to 100 000 soldiers, only six battleships were allowed and there was to be no air force. This contributed to rising unemployment and would make it difficult for Germany to defend itself if attacked.
- Any other valid point [6]

(c) Below are two groups of people in Germany who were affected by the hyperinflation crisis of 1923.

Choose **one** group of people and explain the effect of the hyperinflation crisis on them.

People who were worse off	People who were better off
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the group or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain the effects on the group chosen. Candidates give an account of the group chosen but how they were affected by the hyperinflation crisis is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain how the group chosen was affected by the hyperinflation crisis. Candidates demonstrate an understanding of the effects on the group. 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**

People who were worse off

- Money lost its value very quickly so workers were under pressure to spend their wages immediately

- Some people lost all of their savings
- Small firms went out of business as they could not keep up with the value of the currency
- People on fixed incomes such as pensioners had no money to live on.

People who were better off

- People who had loans could pay them off easily
- Some people made money by speculating on currency
- Foreign visitors to the country were able to get good value for money
- Larger businesses were able to buy small businesses cheaply.

Any other valid point

[6]

- (d) Why was Hitler able to rise to power in Germany between 1929 and January 1933?

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

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

#### **Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

#### **Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the main reasons for the issue or event studied. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

#### **Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main reasons for the event or issue studied. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

#### **Indicative Content**

- The Wall Street Crash in the USA led to an economic depression in Germany, but the Weimar government could not decide how to deal with this. This made people in Germany look towards more extremist parties like the Nazis
- The Nazis won 107 seats in the 1930 election but at this time Brüning became chancellor. He made unpopular decisions such as cutting benefits and raising taxes. He was forced to use Article 48 to get new

- laws passed
- The Nazis used a wide variety of propaganda to get their message across under the direction of Joseph Goebbels, e.g. the ‘Hitler over Germany’ campaign
  - By 1932 unemployment reached a high of 6 million and German people lost faith in the ability of the government to deal with 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, then von Schleicher became chancellor. Both had to use Article 48 to pass new laws – the German people got used to dictatorship
  - Von Papen asked Hitler to work with him to get into power. Hitler would be chancellor and von Papen vice-chancellor. Hindenburg was convinced that Hitler could be controlled and so Hitler became chancellor on 30 January 1933.
- Any other valid point [9] 25

**2 Target AO1: Recall of knowledge**

(a) Below is a list of people linked with Nazi Germany:

Ernst Röhm	Robert Ley	Joseph Goebbels	Heinrich Himmler	Paul von Hindenburg
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Match **each** person to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) In charge of Strength Through Joy Robert Ley
- (ii) Leader of the SS Heinrich Himmler [1]
- (iii) He appointed Hitler as Chancellor Paul von Hindenburg [1]
- (iv) Minister of Propaganda Joseph Goebbels [1]
- (v) Leader of the SA Ernst Röhm [1]

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

(b) Describe **two** ways in which the Nazis tried to control the churches in Germany between 1933 and 1939.

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

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

Any **two** ways:

- Signed a Concordat with the Catholic Church. The Church would stay out of politics in return for the Nazis promising to let services, youth groups and schools continue to operate
- The Reich Church was established to control all Protestant Churches under Ludwig Müller. The Bible was replaced with Mein Kampf and the cross with a swastika
- The German Faith Movement was created. It was a Nazi Church based on pagan beliefs
- Church leaders who did not co-operate with Nazi policies were often put in concentration camps, e.g. Martin Niemöller of the Confessional Church.

Any other valid point [6]



(c) Below are two organisations set up by the Nazis to control the lives of workers.

Choose **one** organisation and explain its effects on the lives of workers in Germany.

National Labour Service (RAD)	Strength Through Joy (KDF)
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the organisation or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain the effects on the lives of workers. Candidates give an account of the organisation chosen but how it affected the lives of workers in Germany is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain how the organisation chosen affected the lives of workers in Germany. Candidates demonstrate an understanding of the effects of the organisation on the lives of workers in Germany. 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**

National Labour Service (RAD)

- In July 1935 the Reich Labour Service Act was passed, which forced every man aged between 18 and 25 to complete 6 months training at the RAD
- They had to wear military uniform and live in camps
- They only received pocket money rather than proper wages
- Their work included planting forests and digging ditches.

Strength Through Joy (KDF)

- The KDF was established to keep workers happy by providing them with leisure opportunities

- Cheap holidays like cruises and hiking trips were offered
- Trips to concerts and the theatre were offered
- There was also a savings scheme towards buying a Volkswagen car but the money was actually used to make armaments.

Any other valid point

[6]

- (d) In what ways did the Nazis control the lives of young people in Germany between 1933 and 1939?

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

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

### Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main ways in which the Nazis controlled the lives of young people in Germany. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

### Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main ways in which the Nazis controlled the lives of young people in Germany. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

### Level 3 ([7]–[9])

Answers will explain the ways studied, providing more accurate detail and analysis of the main ways in which the Nazis controlled the lives of young people in Germany. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

### Indicative Content

- Youth groups were established to control the leisure time of young people. Boys were taught to fire a gun and to march in the Hitler Youth and girls were taught how to look after a home and about bringing up children in the League of German Maidens
- School subjects were altered. Religion was not taught but there was an emphasis on PE, History, Race Studies and Biology. Girls were taught Home Economics
- Pupils had to study eugenics to learn how to produce racially pure children
- Jewish pupils were humiliated and eventually banned from ordinary schools

- Teachers had to belong to Nazi Teachers' League and had to promote Nazism at all times
- Adolf Hitler schools and Order Castles were set up for the most talented school pupils to attend.

Any other valid point

[9]

25

**Candidates must address both youth groups and schools to access Level 3**

**3 Target AO1: Recall of knowledge**

(a) Below is a list of words linked to the Nazis and Czechoslovakia:

Sudetenland	Benito Mussolini	Eduard Benes	Neville Chamberlain	Munich
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Prime Minister of Czechoslovakia Eduard Benes
- (ii) British leader who followed appeasement Neville Chamberlain [1]
- (iii) Conference held here in September 1938 Munich [1]
- (iv) Italian leader who supported Hitler Benito Mussolini [1]
- (v) Area of Czechoslovakia wanted by Hitler Sudetenland [1]

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

(b) Describe **two** aims of Hitler’s foreign policy.

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

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

Any **two** aims:

- Achieve lebensraum in the East by taking land from countries like Poland and Russia. This would help Germany to become self-sufficient
- Create Grossdeutschland by uniting all German speaking people. Hitler wanted the land back that had been lost in the Treaty of Versailles as well as other German-speaking territories like Austria and the Sudetenland
- Destroy the Treaty of Versailles. Hitler had always hated the Treaty as it humiliated Germany and took away its military power. He was determined to ensure that the Treaty was completely dismantled.

Any other valid point [6]

(c) Below are two actions taken by Germany to break the terms of the Treaty of Versailles.

Choose **one** action and explain how Germany broke the Treaty.

Rearmament, 1933–1935	Invasion of the Rhineland, 1936
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the action or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain the action chosen. Candidates give an account of the action chosen but how it broke the Treaty is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain how the action chosen broke the terms of the Treaty of Versailles. Candidates demonstrate an understanding of the effects of the action. 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**

Rearmament, 1933–1935

- Under the terms of the Treaty of Versailles Germany was only allowed 100 000 soldiers in its army, 6 battleships, and no aircraft or submarines. Hitler began secretly rearming Germany as soon as he became Chancellor
- By 1935 there were 400 000 soldiers in the army and Hitler had announced conscription
- The Luftwaffe was created and by 1935 it had 2500 planes.
- The Anglo-German Naval Agreement of 1935 allowed Germany to have a navy one-third the size of the British Navy.

Invasion of the Rhineland, 1936

- According to the Treaty the Rhineland was to be a demilitarised zone

between Germany and France. However, on 7 March 1936 Hitler sent 22 000 police and 15 000 soldiers into the Rhineland

- Britain did not think it was worth going to war over as the Rhineland did belong to Germany and they were sympathetic to Germany's claims that it had a right to defend itself
- France would not act without Britain, so Germany was able to get away with it.

Any other valid point

[6]

(d) How was Hitler able to gain control of Austria by 1938?

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

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main actions taken to gain control of Austria. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

#### **Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the main actions taken to gain control of Austria. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

#### **Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main actions taken to gain control of Austria. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

#### **Indicative Content**

- In 1934 Austrian Nazis assassinated the Austrian Chancellor, Dollfuss. Hitler considered taking over Austria at this point but the Italian leader, Mussolini, stood up to him. By 1938 Germany and Italy were allies and the German army had grown
- Austrian Nazis began to put pressure on the government to join Austria and Germany together
- Hitler forced Schuschnigg, the Austrian Chancellor, to appoint the Austrian Nazi leader, Seyss-Inquart as Minister of the Interior
- Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and Schuschnigg was forced to resign

- Seyss-Inquart became the new Austrian Chancellor and invited the German troops into the country to restore order
- A plebiscite was held in which 99.7% of Austrians voting were in support of joining with Germany.

Any other valid point

[9]

25

**Option 2: Russia, 1916–1939**

**4 Target AO1: Recall of knowledge**

(a) Below is a list of words linked to Russia’s involvement in the First World War:

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

- (i) Group which made up the Russian army                      Peasants
- (ii) Capital of Russia during the First World War              Petrograd                      [1]
- (iii) Country which was an ally of Russia                      France                      [1]
- (iv) Place where Russia was defeated                      Tannenberg                      [1]
- (v) Enemy of Russia during the First World War              Germany                      [1]

[1] for each correct answer.

If no answer is correct, award [0]

(b) Describe **two** effects of the First World War on the economy of Russia by 1917.

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

Award [0] for responses not worthy of credit

Able to identify one effect with no description [1]

Able to identify one effect with limited description [2]

Able to identify one effect with detailed description [3]

Apply above criteria to each effect

Any **two** effects:

- War had brought production rates down in agriculture. Production dropped by 15% as men and horses were used for the war effort and much of the manual work had to be done by women, children and old people. This led to shortages and inflation
- Industrial production dropped by 20%. Much of the work in the factories during the war was done by untrained peasants doing the jobs of workers who had been conscripted. Shortages increased as a result
- Inflation rose by 400% during the war. Wages could not keep up with this. Discontent grew and the number of strikes rose rapidly
- Moscow and Petrograd experienced shortages. Petrograd and Moscow received only half their food and one-third fuel requirements in early 1917.

Any other valid point [6]



(c) Below are two people who became unpopular in Russia during the First World War.

Choose **one** person and explain how their actions made them unpopular.

Tsar Nicholas II	Tsarina Alexandra
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the person chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how the person became unpopular during the First World War. Candidates give an account of the person but how they became unpopular during the First World War is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain and demonstrate an understanding of how the person became unpopular during the First World War. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

Tsar Nicholas II

- Tsar Nicholas II made himself Commander-in-Chief of the Russian army in August 1915 after the defeats at Tannenberg and the Masurian Lakes in 1914. This was a mistake as he was now personally responsible for Russia’s performance in the war
- Nicholas left Petrograd and went to army headquarters at Mogilev and left control of the government to Tsarina Alexandra
- In 1915 Nicholas rejected an offer from the Progressive Bloc, representing most of the 4th Duma, to create a government of national unity to coordinate Russia’s war effort
- In February 1917 Rodzianko, leader of the 4th Duma, warned Nicholas about the worsening situation in Petrograd. Nicholas ignored the Duma’s advice and disbanded it.

Tsarina Alexandra

- Alexandra supported autocracy and refused to cooperate 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. Others were concerned by his immoral lifestyle
- Alexandra’s rule also alienated the nobility, one of the pillars of autocracy. Rasputin had too much control over government appointments. Many of those he did not appoint resented him
- Alexandra failed to work well with the members of the Duma. She ignored their recommendations and did not trust them.

Any other valid point

[6]

- (d) Why did the weaknesses and failures of the Provisional Government lead to its downfall by October 1917?

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

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the weaknesses and failures of the Provisional Government. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

#### **Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the weaknesses and failures of the Provisional Government. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

#### **Level 3 ([7]–[9])**

Answers will explain the weaknesses and failures of the Provisional Government, providing more accurate detail 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 considerable accuracy.

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

#### **Indicative Content**

- As a Provisional Government, it was never intended to last long. The Provisional Government was not elected, unlike the Petrograd Soviet, and so lacked authority
- The Provisional Government had to share power with the Petrograd

Soviet, making it more difficult for it to claim to be the only true government of the country

- The Provisional Government was made up of largely upper and middle class people who knew little of the suffering of ordinary people in Russia. None had played any part in the February Revolution
- The Provisional Government supported Russia's continued involvement in World War One. This became unpopular, especially after the failure of the June Offensive
- The Provisional Government postponed the introduction of land reforms until the election of the Constituent Assembly and the end of the war
- The Provisional Government mishandled the Kornilov Affair of August 1917. The Provisional Government released some Bolshevik leaders and supplied them with weapons. This strengthened the Bolsheviks, who in October overthrew the Provisional Government.

Any other valid point

[9]

25

**5 Target AO1: Recall of knowledge**

(a) Below is a list of words linked to the New Economic Policy (NEP):

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

- (i) Introduced to help end inflation in Russia      New currency
- (ii) An opponent of the NEP      Trotsky      [1]
- (iii) The NEP allowed them to own businesses      Nepmen      [1]
- (iv) A supporter of the NEP      Bukharin      [1]
- (v) Peasants who became wealthier under the NEP      Kulaks      [1]

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

(b) Describe **two** actions taken by the Bolsheviks to keep control over Russia between October 1917 and the beginning of the Civil War.

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

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

Any **two** actions:

- The Bolsheviks set up the Sovnarkom which Lenin argued represented the will of the people
- The Bolsheviks used the Red Guard to close down the Constituent Assembly. The Constituent Assembly had been dominated by the SRs
- The Bolsheviks set up the Cheka. The Cheka were a secret police force who dealt ruthlessly with the Bolsheviks' enemies
- The Bolsheviks signed the Treaty of Brest-Litovsk. This ended Russia's involvement in the First World War.

Any other valid point [6]

(c) Below are two areas of the economy affected by War Communism between 1921 and 1924.

Choose **one** area and explain how it was affected by War Communism.

Agriculture	Industry
-------------	----------

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

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

**Level 1 ([1]–[2])**

Answers will be general statements about the area with little specific content. Comments are unsupported statements about the group chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how the area of the economy chosen was affected by War Communism. Candidates give an account of the area, but how it was affected by War Communism is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain and demonstrate an understanding of how the area of the economy chosen was affected by War Communism. 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**

**Agriculture**

- Grain was requisitioned from peasants. Lenin sent Cheka requisition squads to seize food from the peasants to feed the workers and the Red Army
- Peasants produced less grain because they thought that it would be taken from them. In 1921 the grain harvest was 37.6 million tons – less than half of the 1913 harvest
- Five million people died in the terrible famine in 1920–1921. Inflation and food shortages led to bartering in order to survive. By 1921 the Civil War was won but War Communism was very unpopular with the peasants
- War Communism ended the Mir or Peasant Commune. The Mir had divided land among peasant families. This practice was now ended.

## Industry

- All factories of 10 or more workers were nationalised in June 1918. The Vesenkha was set up. It took control over all the main industries. Workers lost control of running the factories. Managers were put in charge of the factories
- War Communism created food shortages in the cities. Workers left the cities in search of food. The population of Moscow and Petrograd dropped by half between 1918 and 1921
- Inflation soared. By 1920 the rouble was worth 1% of its value in 1917. In 1921 train and tram fares were one million times higher than before World War One
- Resources were denied to all industries not considered essential for winning the Civil War. As a result, many factories closed down and unemployment grew.

Any other valid point

[6]

- (d) How did the weaknesses of the White Armies lead to their defeat in the Russian Civil War between 1918 and 1921?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the weaknesses of the White Armies. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the weaknesses of the White Armies. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will explain the weaknesses of the White Armies, providing more accurate detail and analysis of the main consequences or effects of the event or issue. 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 considerable accuracy.

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

**Indicative Content**

- The White Armies were divided. They were an uncoordinated collection of groups with very different aims, united only by dislike of the Bolsheviks

- The White Armies were small. They numbered no more than 300 000 men. This contrasted with a Red Army of 5 million men
- The White Armies had no command structure and their leadership was divided and weak. Their generals were ineffective
- The White Armies controlled remote areas. There were few weapons factories in the areas the White Armies controlled
- The White Armies lacked discipline. They often sold their weapons and supplies on the 'black market'
- The White Armies were unpopular. They treated the peasants and workers very harshly in the areas they controlled
- Foreign armies supplied the Whites to encourage Russia to re-enter World War One. Bolshevik propaganda portrayed the Whites as disloyal and the Red Army as patriotic against foreign invaders.

Any other valid point

[9]

25

**6 Target AO1:** Recall of knowledge

(a) Below is a list of words linked with the leadership struggle in the USSR between 1924 and 1929:

Kamenev	Socialism in One Country	World Revolution	General Secretary	Lenin
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Job held by Stalin General Secretary
- (ii) Policy opposed by Stalin World Revolution [1]
- (iii) Opponent of Stalin in the leadership struggle Kamenev [1]
- (iv) He criticised Stalin in his will Lenin [1]
- (v) Policy supported by Stalin Socialism in One Country [1]

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

(b) Describe **two** effects of the Nazi-Soviet Pact of 1939.

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

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

Any **two** effects:

- The USSR and Germany agreed not to invade each other for 10 years. This protected the USSR from future invasion
- A secret clause in the Nazi-Soviet Pact allowed the USSR and Germany to divide Poland between them. The USSR would take the Eastern half of Poland
- The USSR invaded Eastern Poland in September 1939. This clause also allowed the USSR to take control of the Baltic States.

Any other valid point [6]



(c) Below are two economic policies introduced by Stalin in the 1930s.

Choose **one** policy and explain how it affected the lives of people in the USSR.

The Five Year Plans	Collectivisation
---------------------	------------------

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

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the policy chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how the policy chosen affected the lives of people in the USSR. Candidates give an account of the group, but how it was affected by Stalin’s economic policies is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain and demonstrate an understanding of how the policy chosen affected the lives of people in the USSR. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

The Five Year Plans

- The number of workers grew. However, the quality of work was often poor as many workers in the 1930s were untrained peasants
- New industrial cities emerged east of the Ural mountains, e.g. Magnitogorsk. Existing cities, such as Moscow, grew
- Workers continued to experience poor living conditions and working conditions. However, rewards were offered for successful workers, e.g. the Stakhanovite movement
- An elite group of skilled workers emerged with over 250 000 engineering graduates between 1928 and 1940.

## Collectivisation

- As a result of Collectivisation, kulaks were blamed for food shortages and hoarding. Kulaks resisted enforced Collectivisation. They killed livestock and refused to plant crops
- Famine struck the USSR due to the destruction of crops and livestock. In the Ukraine up to 5 million died in the famine between 1932 and 1934
- Millions of peasants fled from the countryside to become industrial workers in the new industries of the Five Year Plans
- Motor Tractor Stations organised the supply of machinery and seeds to the peasants, who were now state employees.

Any other valid point

[6]

- (d) In what ways was Stalin able to increase his power in the USSR in the 1930s?

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

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

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the ways in which Stalin was able to increase his power in the USSR. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the ways in which Stalin was able to increase his power in the USSR. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will explain the ways in which Stalin was able to increase his power in the USSR, providing more accurate detail and analysis of the main consequences or effects of the event or issue. 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 considerable accuracy.

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

**Indicative Content**

- Stalin used terror to deal with political opposition. The Great Purges between 1934 and 1938 removed most of the middle and upper layers of the Communist Party
- Show Trials were used to remove the leading members of the Communist Party, e.g. Zinoviev and Bukharin

- In 1938 and 1939 there were purges of the army, navy and air force and even the NKVD itself with the execution of its leader Yagoda
- 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
- Propaganda was used to promote the image of Stalin as the saviour of the USSR. The 'Cult of Personality' was developed in the 1930s. Paintings, sculpture and poems glorified Stalin
- By the 1930s the communist newspaper Pravda was firmly under Stalin's control.

Any other valid point

[9]

25

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

**7 Target AO1: Recall of knowledge**

(a) Below is a list of words linked to the economic boom of the 1920s:

Henry Ford	Model T	Calvin Coolidge	Catalogue	Detroit
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Centre of car manufacturing in the 1920s                      Detroit
- (ii) President who said ‘the business of America is business’                      Calvin Coolidge                      [1]
- (iii) New method of advertising goods                      Catalogue                      [1]
- (iv) He introduced new methods of mass production                      Henry Ford                      [1]
- (v) Type of motor car that was mass produced in the 1920s                      Model T                      [1]

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

(b) Describe **two** reasons why Prohibition was introduced in the USA in January 1920.

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

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

Any **two** reasons:

- The Temperance movement supported mainly by WASPs campaigned to have prohibition of the sale of alcohol. Prohibition was law in many American states before it became a federal law in 1920
- Anti-foreign feeling was an important reason for introducing Prohibition. Alcohol was associated with the lifestyle of immigrant groups, e.g. Germans and Italians
- The Anti-Saloon League disliked alcohol which they blamed for absenteeism from work, addiction and social problems
- Supporters of Prohibition used medical evidence to support a ban on the sale of alcohol. Alcohol was linked to liver damage and harmful effects on pregnant women.

Any other valid point [6]

(c) Below are two groups in the USA which faced hostility in the 1920s.

Choose **one** group of people and explain how life was difficult for them in the USA in the 1920s.

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

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the group chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how life was difficult for the group chosen. Candidates give an account of the ways in which the chosen group experienced hostility but will not develop its effects on the group chosen. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 3 ([5]–[6])**

Answers will explain how life was difficult for the group chosen during the 1920s. Candidates demonstrate an understanding of the ways in which the chosen group experienced hostility during the 1920s. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

Black Americans

- Black Americans were not allowed to mix with White Americans and were denied equality in education, housing and access to the law and public amenities such as swimming pools, parks and libraries
- Black Americans found it difficult to vote in the Southern States. The Literacy Act disadvantaged Black Americans and the Grandfather Clause prevented anyone whose grandfather was a slave from voting
- Black Americans who worked in the cotton plantations lost their jobs and were forced to migrate. A large number of Black Americans migrated to find work in the northern cities. They faced discrimination and many lived in ghettos
- The Ku Klux Klan (KKK), with 5 million members in 1925, used violence

and intimidation to ensure the supremacy of the WASPS. It prevented Black Americans from voting or buying property. Over 400 Blacks were illegally killed or lynched by the KKK in the 1920s.

Immigrants

- Immigrants faced intolerance in the USA in the 1920s. Many immigrants were suspected of having links to anarchism and communism, e.g. the Red Scare. The Palmer Raids led to the deportation of hundreds of immigrants
- Immigrants were disliked by the WASP majority. They were seen as a threat to their way of life and were discriminated against in jobs. Many immigrants lived in ghettos in the large cities and were linked to crime, e.g. the Mafia
- Immigrants faced discrimination in law. In the Sacco and Vanzetti Case, two Italian immigrants were executed in 1927 on inconclusive evidence
- The end of the 'Open Door' policy caused problems for immigrants. Three laws in the 1920s greatly reduced the number of immigrants allowed to enter the USA.

Any other valid point [6]

- (d) In what ways were the lives of young Americans affected by cinema and jazz music in the 1920s?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main effects for the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the effects of cinema and jazz music on the lives of young Americans in the 1920s. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail on the effects of cinema and jazz music on the lives of young Americans in the 1920s. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- The cinema was a new way of spending leisure time. 110 million visited the cinema each week to see the silent movies
- The emergence of movie stars, e.g. Clara Bow and Rudolf Valentino influenced the attitudes and behaviour of young people. People bought magazines to read about the lives of the film stars and imitate their fashion
- The cinema was blamed for the decline in morals of young people. Conservative groups criticised the use of sex symbols, e.g. Clara Bow, the 'IT' girl. In 1928 the Hays Code tried to regulate the moral content of films
- Flappers (fashionable young women) smoked, wore short skirts and had liberal attitudes to relationships. The cinema and jazz music were part of the new lifestyle changes in the USA in the 1920s
- Jazz music became very popular among young people. New daring dances like the Charleston were criticised by churches and conservative groups
- Jazz music was linked to the speakeasies. Drinking alcohol and dancing became a popular part of the social lives of many young people.

Any other valid point

[9]

25

**8 Target AO1: Recall of knowledge**

(a) Below is a list of words linked to the experiences of farmers and sharecroppers in the USA between 1929 and 1932:

Dust Bowl	Arkansas	Evictions	California	Overproduction
-----------	----------	-----------	------------	----------------

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

- (i) Area in the Midwest of the USA ruined by droughts Dust Bowl
- (ii) Caused food prices to fall Overproduction [1]
- (iii) American state badly affected by the Dust Bowl Arkansas [1]
- (iv) Forced removal of farmers from their farms Evictions [1]
- (v) American state where thousands of farmers from the Midwest went in search of work California [1]

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

(b) Describe **two** ways in which the lives of the unemployed were affected by the Great Depression.

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

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

Any **two** ways:

- By 1933, 14 million or 25% of the workforce were unemployed. The unemployed endured great hardship during the Great Depression because there was no unemployment benefit. Many unemployed tramped the streets looking for work. 2 million hobos travelled illegally on freight trains all over the USA in search of seasonal work
- People had to queue in breadlines for free bread and soup from private charities. Thousands went hungry and one-third of all children in New York were malnourished
- Thousands of unemployed who could not pay their rent or mortgage were evicted. They moved to shanty towns consisting of cardboard and tin huts sarcastically called Hoovervilles which were situated at the edge of most cities



- Some tried to make a living by menial jobs, e.g. selling coal and apples. There were 6000 apple sellers in New York in 1932. Some resorted to petty crime, begging and even prostitution.
- Any other valid point [6]

(c) Below are two causes of the Wall Street Crash, October 1929.

Choose **one** cause and explain how it led to the Wall Street Crash.

Share Speculation	The Role of American Banks
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of key features and characteristics of the period studied.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the cause chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how the cause chosen led to the Wall Street Crash. Candidates give an account of the action but will not develop how it caused the Wall Street Crash. 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 limited accuracy.

**Level 3 ([5]–[6])**

Answers will explain how the cause chosen led to the Wall Street Crash. 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**

Share Speculation

- There was little regulation of the Wall Street Stock Exchange in the 1920s. The value of company shares on Wall Street increased to reflect rising profits of companies
- More people began to speculate or invest for short-term profit. A share-buying craze began in 1927 and by 1929 over 20 million Americans became share speculators
- The value of shares increased more quickly than company profits, e.g.

Radio shares increased from 94c in March 1928 to 505c in September 1929. Share speculation was based on confidence that the economic boom would continue

- Speculators bought shares ‘on the margin’ by borrowing 90% of the share price from banks and selling the shares later at a profit. This system could only continue if share prices kept increasing. These small investors could not pay back loans to the banks if share prices fell.

The role of American banks

- There was little regulation of the banking system before 1929. Banks used savers’ deposits to invest in shares and lent money to stockbrokers and speculators
- Banks lent money to buy shares ‘on the margin’ and many banks had invested money in shares. Banks had lent \$8 billion to share speculators in 1929
- Banks contributed to the Wall Street Crash in October 1929 by putting pressure on speculators which led to panic selling of shares and a collapse in share prices
- Many speculators were unable to repay debts. This led to a cash flow crisis and 642 banks collapsed in 1929.

Any other valid point

[6]

- (d) What actions did President Hoover take to deal with the effects of the Great Depression between 1929 and 1932?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the action taken by President Hoover. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the action taken by President Hoover. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the actions taken by President Hoover. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- Before 1931, Hoover relied on 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 1929 Hoover cut taxes by \$130 million but this had little impact
- In 1929 Hoover set up the Farm Board to buy surplus produce and help increase prices. Its budget was only \$500 million and it did little to halt the slide in agricultural income which fell from \$13 billion in 1929 to \$7 billion in 1932
- In 1930 the Hawley-Smoot Act increased tariffs by 50% to protect US industry. This only slowed down world trade and worsened the problems of farmers who depended on exports
- In 1931 Hoover reversed his laissez-faire policy and the federal government lent \$1500 million to businesses and banks in difficulty. The Reconstruction Finance Corporation was seen as too little too late and a desperate ploy to win support in the presidential election
- 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.

Any other valid point

[9]

25

**9 Target AO1: Recall of knowledge**

(a) Below is a list of words linked to the Presidential election of 1932 and the Hundred Days:

Action and Action Now	Fireside Chats	Beer Act	Polio	Bonus Army
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Illness that prevented President Roosevelt from walking Polio
- (ii) This ended Prohibition Beer Act [1]
- (iii) Used by Roosevelt to win support in the election campaign Action and Action Now [1]
- (iv) Radio broadcasts by Roosevelt Fireside Chats [1]
- (v) Reason for President Hoover becoming unpopular in the Presidential election of 1932 Bonus Army [1]

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

(b) Describe **one** reason why **each** of the following opposed the New Deal:

- The Supreme Court
- Dr Townsend.

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

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

Any **one** reason:

**The Supreme Court**

- The Supreme Court had a Republican majority and was hostile to the active role played by the federal government in the New Deal. It was the ‘Guardian of the Constitution’ and ruled that Roosevelt and Congress exceeded their powers as outlined in the constitution
- In 1936 the Supreme Court ruled that the actions of the Agricultural Adjustment Administration [AAA] were illegal because only state governments could give financial help to farmers to kill animals and destroy crops

- In 1935 the Supreme Court found the National Recovery Administration [NRA] codes unconstitutional in the ‘Sick Chickens’ case because it ruled that the NRA had no right to take the Schechter brothers to court for breaking the NRA code because this was the responsibility of the state governments.

Any **one** reason:

**Dr Townsend**

- Dr Townsend believed that the New Deal was not radical enough
- He believed that the New Deal did little to help the retired and elderly population
- Dr Townsend wanted improved pensions for the elderly who suffered during the Depression. He wanted an old age pension of \$200 per month funded by the federal government from a tax on goods sold.

Any other valid point

[6]

(c) Below are two New Deal Agencies set up by President Roosevelt.

Choose **one** agency and explain how it affected the lives of Americans between 1933 and 1939.

Public Works Administration (PWA)	National Recovery Administration (NRA)
-----------------------------------	--

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

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the agency or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain the effects of the agency on the lives of Americans between 1933 and 1939. Candidates give an account of the agency on the group chosen but will not develop this. 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 limited accuracy.

**Level 3 ([5]–[6])**

Answers will explain the effects of the agency on the lives of Americans between 1933 and 1939. Candidates demonstrate an understanding of the effects of the agency on the lives of Americans between 1933 and 1939. 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

Public Works Administration (PWA)

- There were 13 million unemployed in 1933 and industrial production had fallen by 50%. Roosevelt had promised that reducing unemployment was a central aim of the New Deal
- The Public Works Administration was a key agency providing work schemes of lasting value for skilled workers, e.g. electricians and engineers
- The PWA was led by Harold Ickes and spent \$7 billion on public work schemes between 1933 and 1939. Projects included building dams, bridges, sewage systems and houses
- The PWA built 70% of American schools and 35% of American hospitals in the 1930s.

The National Recovery Administration (NRA)

- Workers welcomed the National Recovery Administration [NRA] which aimed to improve workers' conditions and rights. It aimed to improve cooperation between management and workers
- The NRA codes established a minimum wage and banned child labour. Over 2 million businesses and 16 million workers were part of the NRA Blue Eagle Scheme
- The Wagner Act, 1935 legalised trade unions and gave workers the right to negotiate wages and conditions with employers. Trade union membership increased from 3 million to 10 million during the New Deal
- The Social Security Act in 1935 established unemployment benefit and retirement pensions funded by a tax on employers. The federal government took greater responsibility for meeting the needs of vulnerable groups in society.

Any other valid point

[6]

- (d)** How did the New Deal agencies affect the lives of farmers and people living in the countryside in the USA between 1933 and 1939?

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

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

### Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main effects of the New Deal agencies on the lives of farmers and people living in the countryside. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the effects of the New Deal agencies on the lives of farmers and people living in the countryside. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the effects of the New Deal agencies on the lives of farmers and people living in the countryside. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- The New Deal aimed to improve the lives of farmers by increasing farm prices. The Agricultural Adjustment Administration [AAA] was set up to deal with the problems of oversupply and low prices
- Compensation was paid to farmers to reduce the amount of crops sown and animals bred in order to increase prices. 6 million piglets were killed and millions of acres of cotton and wheat were ploughed up. By 1939 food prices increased and farm income doubled
- The Tennessee Valley Authority [TVA] built 33 dams on the Tennessee River to control water flow making a vast area of 40 000 square miles (covering 7 states) productive again
- Hydroelectric power stations provided cheap electricity for the Tennessee Valley. Industries such as light engineering moved into the area to take advantage of cheap power. A new 650 mile waterway linked the major river systems to give easy access to the area and promote tourism
- The Farm Credit Administration [FCA] provided funds at low interest to farmers to help them pay off their debt and prevent evictions. 20% of farmers used FCA funds and farm debt was halved by 1939
- Farmers and sharecroppers in the Midwest experienced a severe drought between 1932 and 1936 and over one million farmers and farm labourers in the Dust Bowl migrated west in search of land and work in the fruit-growing areas, especially California. The Resettlement Administration, 1935, gave money to 500 000 families but for many it was too little too late.

Any other valid point [9]

25

**Section A**

50

## Section B

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

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

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

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

**Target AO1:** Recall of knowledge.

- |   |                              |     |
|---|------------------------------|-----|
| <b>(i)</b> The Prime Minister of Éire at the outbreak of the Second World War.          | <b>Eamon de Valera</b>       | [1] |
| <b>(ii)</b> The name of the Northern Ireland parliament.                                | <b>Stormont</b>              | [1] |
| <b>(iii)</b> This was introduced by de Valera in 1937 to change relations with Britain. | <b>The 1937 Constitution</b> | [1] |
| <b>(iv)</b> Term used by the Irish government to describe the Second World War.         | <b>The Emergency</b>         | [1] |

**One for each correct answer.**

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

- (v)** Write down **one** effect of the Economic War on Éire between 1932 and 1938.

Any **one** of the following:

- Dublin's relations with London and Belfast deteriorated
  - Irish farmers suffered a 35% reduction in cattle exports to Britain and Northern Ireland
  - Some Irish farmers began to grow crops such as sugar beet and wheat
  - Irish industries could not sell their goods resulting in a trade deficit.
- Any other valid point [1]

- (vi)** Write down **one** reason for the introduction of the Ireland Act of 1949.

Any **one** reason:

- Unionists demanded a guarantee of Northern Ireland's security within the UK
- Britain wanted to recognise that Éire was now a Republic
- British Prime Minister Clement Attlee wanted to give unionists a guarantee of security.

Any other valid point [1]



- (b) This question is about Éire’s policy of neutrality during the Second World War.

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

- (i) Using **Source A**, give **two** reasons why de Valera offered help to the people of Belfast following the Blitz in 1941.

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

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

Limited accurate reference to Source A [1]

Accurate reference to Source A [2]

Apply criteria for any **two** reasons

Answers may include some of the following:

- The people of Belfast were suffering following the Belfast Blitz
- De Valera believed the people were still “our people”
- De Valera states that their “sorrow is our sorrow”
- De Valera believed that the people of Belfast would send help to Dublin if its people were suffering.

Any other valid point

[4]

- (ii) Using **Sources A and B** and **your own knowledge**, describe how de Valera followed a policy of neutrality between 1939 and 1945.

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

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

**Level 1 ([1]–[3])**

Answers at this level will be limited and may not directly address the question. Answers may simply extract information from the source(s) but there will be little or no attempt to describe the sources in relation to the question. There may be limited or no use of own knowledge.

**Level 2 ([4]–[6])**

Answers at this level will begin to describe how de Valera followed the policy of neutrality during the years 1939–1945 using Sources A and B. There will be some own knowledge to support the answer.

**Level 3 ([7]–[10])**

Answers at this level will offer a full description of how de Valera followed his policy of neutrality using Sources A and B. Accurate own knowledge will be used to support the answer.

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

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

- In 1939 de Valera stated that the people and government of Éire

- wished to follow a policy of neutrality (Source B)
- De Valera stated that Éire would remain neutral and not become involved in the war (Source B)
- De Valera expressed sympathy for the people of Belfast following the Blitz (Source A)
- Éire's government sent help to the people of Belfast therefore breaking the policy of neutrality (Source A)
- De Valera said that Éire would not give support to either side in the war (Source B)
- Candidates should refer to both Sources to access mid Level 2 and above.

Answers may include some of the following own knowledge:

- In June 1940 de Valera refused to allow the allies access to naval bases in Éire
- In December 1941 de Valera rejected Churchill's offer of unity in return for joining the war
- German pilots were imprisoned while allied airmen were allowed to cross the border
- During the Belfast Blitz de Valera sent fire engines to Belfast
- Relief centres and a relief fund were set up to help the people in Belfast
- Allied airmen were permitted to use the Donegal Air Corridor
- The RAF established secret radar bases on Irish territory.

Any other valid point

[10]

(c) This question is about Northern Ireland and the Second World War.

In what ways did Northern Ireland's industry and agriculture help Britain during the Second World War?

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

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

#### **Level 1 ([1]–[4])**

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

#### **Level 2 ([5]–[8])**

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

#### **Level 3 ([9]–[12])**

Answers will be well informed and provide an accurate, well developed

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

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

Answers may include some of the following:

- Northern Ireland's industry made an important contribution to Britain's war effort
- Harland and Wolff was a repair base for Atlantic convoy escorts
- Harland and Wolff built warships, merchant ships, tanks and aircraft components
- Short and Harland built Stirling bombers, Sunderland flying boats and carried out over 3000 aircraft repairs
- Northern Ireland companies produced wartime materials including weapons, ammunition, nets, ropes, uniforms and parachutes
- Northern Ireland's agriculture produced a large amount of food for Britain
- The amount of land used for growing crops increased by 60%
- The number of cattle and poultry increased
- Eggs, milk, sheep and cattle were exported to Britain.

Any other valid point

[12]

**(d)** This question is about the Welfare State and its impact.

Explain how the Welfare State improved the lives of the people of Northern Ireland after the Second World War.

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

- Health and Welfare benefits
- Housing
- Education

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

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

**Level 1 ([1]–[6])**

Answers at this level may use only one of the paragraph headings and may fail to address the question offering only a descriptive narrative which will contain inaccuracies. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([7]–[12])**

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of how the Welfare State improved the lives of the people of Northern Ireland after 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 ([13]–[18])**

Answers will use all of the paragraph headings and will provide a clear and accurate explanation and analysis of how the Welfare State improved the lives of the people of Northern Ireland after the Second World War. Writing communicates ideas effectively, using a range of precisely selected historical terms and organisation information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

Answers may include some of the following:

#### **Health and Welfare benefits**

- The National Health Service was introduced into Northern Ireland in 1948 and led to improved health standards
- Levels of diseases such as polio and tuberculosis quickly fell
- The Welfare State provided funding for benefits such as family allowance, national assistance and pensions.

#### **Housing**

- Northern Ireland had a serious housing shortage following the Second World War
- Many people lived in poor quality housing without inside toilets or running water
- In 1945, the Northern Ireland Housing Trust was set up to oversee the building of 100 000 houses by local councils.

#### **Education**

- The 1947 Education Act introduced free secondary education until the age of 15
- Children who passed the 11+ examination had the opportunity to attend grammar schools
- Funding for Catholic voluntary schools was increased to 65%
- New schools were built.

Any other valid point

[18]

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

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

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

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

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

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

Candidates spell, punctuate and use the rules of grammar with considerable

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

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

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

[5]

55

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

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

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

**Target AO1:** Recall of knowledge.

- |   |                          |     |
|---|--------------------------|-----|
| <b>(i)</b> Place where People's Democracy (PD) march was attacked in January, 1969. | <b>Burntollet</b>        | [1] |
| <b>(ii)</b> The British Prime Minister at the time of the Brighton bombing, 1984.   | <b>Margaret Thatcher</b> | [1] |
| <b>(iii)</b> The year Direct Rule was introduced to Northern Ireland.               | <b>1972</b>              | [1] |
| <b>(iv)</b> The leader of Sinn Féin in the 1980s.                                   | <b>Gerry Adams</b>       | [1] |

**One for each correct answer.**

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

- (v)** Write down **one** reason why Terence O'Neill resigned in April 1969.

Any **one** of the following:

- A series of loyalist bombings. O'Neill argued these 'blew him out of office'
- Results of the 'Crossroads election' which saw a reduction in Unionist support for O'Neill and his policies
- O'Neill was losing support from the nationalist community as the pace of reform was seen to be too slow.

Any other valid point [1]

- (vi)** Write down **one** effect of the Hunger Strike of 1981.

Any **one** effect:

- As a result of the Hunger Strike of 1981, Sinn Féin were launched into politics
- Support for the IRA grew. During this period, IRA and INLA violence increased
- Some concessions were won after the 1981 Hunger Strike, such as the right to wear their own clothes and an increase in prison visits. However, Special Category Status was not granted
- Ten men died as a result of the Hunger Strike.

Any other valid point [1]

- (b) This question is about the breakdown of law and order in Northern Ireland in the summer of 1969.

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

- (i) Using **Source A**, give **two** reasons why British troops were sent to Northern Ireland in August 1969.

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

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

Limited accurate reference to Source A [1]

Accurate reference to Source A [2]

Apply criteria for any **two** reasons

Answers may include some of the following:

- The violence appeared to be getting out of control
- The RUC needed support to control the violence
- The British government had thought about sending troops to Northern Ireland for a number of years
- The nationalist population had asked for protection
- Law and order had to be restored.

Any other valid point

[4]

- (ii) Using **Sources A and B**, and **your own knowledge**, describe how nationalist attitudes to the British Army changed between 1969 and 1971.

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

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

**Level 1 ([1]–[3])**

Answers at this level will be limited and may not directly address the question. Answers may simply extract information from source(s) but there will be little or no attempt to describe the sources in relation to the question. There may be limited or no use of own knowledge.

**Level 2 ([4]–[6])**

Answers at this level will begin to describe how nationalist attitudes changed using Sources A and B. There will be some own knowledge to support answer.

**Level 3 ([7]–[10])**

Answers at this level will offer a full description of how nationalist attitudes changed using Sources A and B. Accurate, outside knowledge will be used to support answer.

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

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

- Source A states that nationalists had asked for protection from the British government. There was a need to restore law and order to the streets of Northern Ireland
- Source B highlights that at first the British army received a warm welcome. The women and the soldiers are smiling and appear to be engaged in conversation
- Source A mentions how the troops were welcomed at first by nationalists, but makes reference to the fact that this did not last.

Answers may include some of the following own knowledge:

- In August 1969, nationalists welcomed British troops. Soldiers were given tea and sandwiches by women in Catholic areas of Belfast and Derry/Londonderry. This was followed by an initial honeymoon period for the troops and nationalists
- Relations worsened following the emergence of the Provisional IRA
- The Falls Road Curfew of July 1970 lasted 34 hours. House-to-house searches were carried out by the British Army. This almost certainly weakened the good relationship that had existed between the army and nationalists in Belfast
- Internment was introduced in August 1971. It targeted mostly nationalists. Since the army helped to carry out internment, their reputation with nationalists suffered.

Any other valid point

[10]

(c) This question is about the Anglo-Irish Agreement, 1985.

In what ways did unionists and nationalists respond to the Anglo-Irish Agreement of 1985?

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

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

#### **Level 1 ([1]–[4])**

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

#### **Level 2 ([5]–[8])**

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



**Level 3 ([9]–[12])**

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

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

Answers may include some of the following:

Unionists

- An estimated 100 000 attended a huge rally at Belfast City Hall
- There were marches to the headquarters of the new Anglo-Irish Secretariat at Maryfield
- All 15 unionist MPs resigned their Westminster seats
- “Ulster Says No” campaign, a campaign of civil disobedience, including the refusal to set rates in unionist council areas
- A Day of Action in March 1986 brought much of Northern Ireland to a standstill
- Loyalist violence broke out when the campaign of civil disobedience seemed not to be working
- Bonfires were built to burn effigies of Margaret Thatcher and the Irish Foreign Minister, Peter Barry.

Nationalists

- The SDLP supported the Anglo-Irish Agreement, seeing it as an opportunity to create a better way of life for all in Northern Ireland
- Republicans denounced it as reinforcing partition
- The IRA continued their campaign of violence.

Any other valid point

[12]

**(d)** This question is about Terence O’Neill’s actions and policies.

Explain how Terence O’Neill tried to improve life in Northern Ireland in the 1960s.

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

- O’Neill’s attempts to improve the economy
- O’Neill’s relations with the Republic of Ireland
- O’Neill’s attempts to improve relations between unionists and nationalists in Northern Ireland.

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

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

**Level 1 ([1]–[6])**

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but

the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

### **Level 2 ([7]–[12])**

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of how the actions of Terence O'Neill tried to improve life in Northern Ireland. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

### **Level 3 ([13]–[18])**

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of how Terence O'Neill's actions tried to improve life in Northern Ireland. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

#### **O'Neill's attempts to improve the economy**

- O'Neill invested £900 million of investment into the economy
- He established a new city, Craigavon, and developed a new university at Coleraine. Both decisions attracted controversy
- He attracted new multinational firms to Northern Ireland, e.g. ICI, Michelin, Goodyear. This was an attempt to solve Northern Ireland's unemployment problem. 35 000 new jobs were created
- Attempts were made to improve Northern Ireland's infrastructure and external links with two new motorways and an airport
- Invested in new research facilities at Q.U.B.

#### **O'Neill's relations with the Republic of Ireland**

- O'Neill wanted to improve relations with the Republic of Ireland. He felt that Northern Ireland and the Republic of Ireland 'shared the same rivers, same mountains and some of the same problems'
- O'Neill was keen to improve relations with the Republic of Ireland and he invited Taoiseach Sean Lemass to Stormont in January 1965. This was the first face-to-face meeting between Ireland's main leaders in 40 years
- O'Neill visited Dublin four weeks later. Discussions focused on economic cooperation, tourism, trade and electricity supplies between Northern Ireland and the Irish Republic
- Taoiseach Jack Lynch visited Northern Ireland in December 1967.

#### **O'Neill's attempts to improve relations between unionists and nationalists in Northern Ireland**

- O'Neill was keen to improve relations within Northern Ireland as this was necessary if Northern Ireland was to be transformed
- He visited Cardinal Conway
- O'Neill sent condolences to the Catholic Church on the death of Pope John XXIII

- He visited Catholic schools and hospitals and increased financial support
- O'Neill declared the UVF illegal after it murdered two Catholics in 1966
- O'Neill's Five Point Reform Programme of 1968 introduced reforms such as the abolition of Londonderry Corporation and the removal of certain parts of the Special Powers Act.

Any other valid point [18]

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

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

Award [0] for responses not worthy of credit.

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

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

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

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

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

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

[5]

55

**Section B**

**55**

**Total**

**105**