

New  
Specification



*Rewarding Learning*

**General Certificate of Secondary Education  
2015**

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## **History**

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

**[GHT12]**

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

- 1 (a) Describe **two** agreements which Germany made with other countries between 1924 and 1929.

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

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

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

Able to identify and describe one agreement which Germany made with other countries between 1924 and 1929 **[2]**

Apply above criteria to each agreement

Any **two** agreements:

- Stresemann accepted the Dawes Plan meaning that Germany secured loans from American investors to help build up its economy. This also allowed Germany to pay its reparations over a longer period of time
- Germany signed the Locarno Treaties in 1925. The Locarno Pact agreed to guarantee its borders with France and Belgium and to keep the Rhineland as a demilitarised zone
- Germany joined the League of Nations in 1926, allowing it to play a role in international affairs again
- The Kellogg-Briand Pact was signed by Germany in 1928. The 58 countries involved agreed to use diplomacy in the first instance when disagreements between signatories arose
- Stresemann negotiated the Young Plan which agreed that allied troops would leave the Rhineland. The Plan also rescheduled the reparations debt to 25% of its original value.

Any other valid point [4]

- (b) How was the Weimar Republic affected by violent opposition between 1919 and 1923?

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

- In the Spartacist Rising of January 1919 a group of communists led by Karl Liebknecht and Rosa Luxemburg tried to seize government buildings in Berlin
- In the Kapp Putsch of March 1920 Wolfgang Kapp led a group that included many Freikorps, which took over government buildings in Berlin. They hoped to install a new right-wing government
- In the Red Rising of 1920 workers who had gone on strike to stop the Kapp Putsch refused to go back to work. They wanted to establish their own soviet
- In a Putsch in 1923, Hitler and approximately 2000 Nazis tried to take power in Munich. They went to a beer hall to try to gain the support of Bavarian leaders, with the intention of marching to Berlin to gain control.

Any other valid point

[6]

(c) Explain why Hitler became chancellor of Germany by January 1933. In your answer refer to the guidelines and use other relevant knowledge.

- Actions of Weimar politicians, 1929–January 1933
- Actions of Hitler and the Nazis, 1929–January 1933.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

Answers will provide a more detailed and developed explanation and

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

### **Level 3 ([11]–[15])**

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

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

### **Indicative Content**

Actions of Weimar Politicians, 1929 – January 1933

- The Wall Street Crash in USA led to an economic depression in Germany but the Weimar government could not decide how to deal with this
- Müller wanted to raise unemployment benefit but could not get a majority in the Reichstag to pass this and had to resign
- When Brüning became chancellor of Germany he made unpopular decisions such as cutting benefits and raising taxes. He was forced to use Article 48 to get new laws passed. Unemployment reached a high of 6 million and German people lost faith in the ability of the government to deal with the crisis. This helped their opponents
- Von Papen, then Von Schleicher became chancellor. Neither had been members of the Reichstag and had no support there. Both men had to use Article 48 to pass new laws, with the result that the German people got used to dictatorship.

Actions of Hitler and the Nazis, 1929 – January 1933

- The Nazis promised to abolish the Treaty of Versailles, end unemployment and make Germany great again. Their message appealed to a lot of Germans who had become disillusioned with democracy
- The Nazis used a wide variety of propaganda to get their message across, under the direction of Joseph Goebbels, including the ‘Hitler over Germany’ campaign whereby Hitler flew to destinations all over the country to deliver his speeches personally to the people. This personal touch was popular with the voters
- Hitler and the Nazis won 37.3% of the vote (230 seats) in the July 1932 elections but Hindenburg would not allow Hitler to become chancellor. The Nazis were now the largest party in the Reichstag
- 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 this way Hitler could be controlled and so he was appointed chancellor on 30 January 1933.

Any other valid point

[15]

25

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

- 2 (a) Describe **two** ways in which the Nazis tried to reduce unemployment in Germany between 1933 and 1939.

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

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

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

Able to identify and describe one way in which the Nazis tried to reduce unemployment in Germany between 1933 and 1939 **[2]**

Apply above criteria to each way

Any **two** ways:

- Professional women and Jews were sacked from their jobs but were not included on the unemployment register. Their jobs could be taken by German men
- The RAD was established and was compulsory for all men aged 18–25. They had to carry out work for the government such as road building and tree planting for a very small amount of money
- Conscription was introduced in 1935, making it compulsory to join the army. This created up to 800 000 jobs by 1939
- Hitler aimed to make Germany self-sufficient and as a result new jobs were created in factories making weapons and ersatz goods.

Any other valid point

**[4]**

- (b) In what ways did the Nazis use propaganda and censorship to control the lives of the German people?

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

Answers will be well informed and provide accurate, well-developed description and analysis. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information

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

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

**Indicative Content**

- The Ministry of Propaganda and Enlightenment headed by Joseph Goebbels controlled what could be printed in newspapers
- Propaganda films were made by the Nazis and shown in cinemas. It was compulsory to watch Nazi propaganda before other feature films
- Parades and rallies were held at different stages of the year to glorify Germany, Hitler himself or important anniversaries, e.g. Nuremberg rallies
- Foreign radio stations could not be picked up and many pro-Nazi radio broadcasts were made. The 'People's Receiver' was created so that people could buy their own sets and listen to official broadcasts at home. Loudspeakers were put up in public places so that everyone could listen
- Books by banned authors were burned.

Any other valid point

[6]

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

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

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

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

**Level 3 ([11]–[15])**

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



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

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

### **Indicative Content**

Nazi racial theories and policies

- The Nazis believed that Aryans were the Master Race and that all other races were inferior. They had particular hatred for the Jews
- Nazi policies focused on intimidating the Jews and identifying them as being different to Germans
- The Nazis also wanted to prevent Jews from having an influence on German society and they were treated as scapegoats, e.g. they were blamed for Germany's defeat in World War One.

Actions towards Jewish people

- In April 1933 there was a one day boycott of Jewish businesses which prevented Jews from making money on that day
- Jews were forbidden to join the army and could not have government jobs. This stopped them from earning money
- Jewish teachers were sacked and Jewish doctors, dentists and lawyers were not allowed to treat or work for Aryans
- The Law for the Protection of German Blood and Honour banned marriage between Jews and Aryans as well as sexual relations outside marriage. Jewish people also had their German citizenship taken away from them in the Nuremberg Laws
- Jews had to carry identity cards, add the names 'Sarah' or 'Israel' to their names and have the letter 'J' stamped on their passports
- During Kristallnacht in November 1938 Jewish homes, shops and synagogues were destroyed. Thousands of Jews were sent to concentration camps and dozens were killed.

Any other valid point

[15]

25

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

AVAILABLE  
MARKS

- 3 (a) Describe **two** actions taken by the Nazis to break the terms of the Treaty of Versailles between 1933 and 1935.

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

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

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

Able to identify and describe one action used by the Nazis to break the terms of the Treaty of Versailles between 1933 and 1935 **[2]**

Apply above criteria to each action

Any **two** actions:

- The Treaty of Versailles limited the German army to 100 000 men in its army. Hitler announced conscription in 1935 and brought numbers in the army up to 400 000
- The Luftwaffe was created and had 2500 aircraft by 1935. Initially its activities were hidden as the Nazis claimed the planes belonged to civilian flying clubs
- The Nazis signed the Anglo-German Naval Agreement with Britain in 1935, allowing Germany's navy to reach 35% of the size of Britain's
- They increased military spending from 3 billion marks a year to 9 billion, allowing them to pay their soldiers and buy new equipment
- The Nazis opened new factories to produce weapons and ammunition to prepare Germany for future war.

Any other valid point [4]

- (b) How did the Nazis take control of the Sudetenland in 1938?

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

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

**Indicative Content**

- The Sudeten Nazis under their leader, Henlein, stirred up trouble and claimed that the Czechs were mistreating the Germans living there
- Hitler stated that he would declare war if the areas of the Sudetenland that were more than 50% German were not given to Germany
- Chamberlain, the British Prime Minister, wanted to try to avoid the outbreak of war so flew to Germany to meet Hitler 3 times
- Initially Chamberlain agreed to Germany's demands, but Hitler then raised his claim to all of the Sudetenland and there were worries that war would break out after all
- At this time Britain and France were following a policy of appeasement. The Munich Conference was held where Chamberlain, along with Daladier, the French leader and Mussolini, the Italian leader, agreed to give Hitler all of the Sudetenland. The Czechs were not consulted.

Any other valid point

[6]

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

- Remilitarisation of the Rhineland
- Anschluss with Austria.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

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

**Level 3 ([11]–[15])**

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

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

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

**Indicative Content**

Remilitarisation of the Rhineland

- According to the Treaty of Versailles the Rhineland was to be a demilitarised zone between Germany and France but Hitler saw this as a humiliation and claimed that it was unfair that Germany could not protect its own borders. On 7 March 1936 Hitler sent 22 000 police and 15 000 soldiers into the Rhineland
- Britain did not think the Rhineland was worth going to war over as it belonged to Germany and they were sympathetic to its claims that it had a right to defend itself
- France would not act without Britain as it was on the brink of an election, so Hitler was able to achieve his aim.

Anschluss with Austria

- In 1934 Austrian Nazis assassinated the Austrian chancellor, Dollfuss. Hitler considered taking over Austria at this point but the Italian leader, Mussolini, felt threatened. He moved troops to the border with Austria and Hitler changed his plans as he felt the German army was not strong enough to fight Italy
- By 1938 Germany and Italy were allies and the German army had grown
- Austrian Nazis began to put pressure on the government to unite Austria and Germany. Hitler forced Schuschnigg, the Austrian chancellor, to appoint the Austrian Nazi leader, Seyss-Inquart, as Minister of the Interior
- Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and Schuschnigg was forced to resign
- Seyss-Inquart became the new Austrian chancellor and invited the German troops into the country to restore order. The Anschluss was confirmed with a plebiscite in which 99.7% of the Austrian people voting were in favour of it.

Any other valid point

[15]

25

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

**Option 2: Russia, c1916–1939**

- 4 (a) Describe **two** ways in which World War One affected the lives of city workers by February 1917.

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

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

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

Able to identify and describe one way in which the lives of city workers were affected by World War One **[2]**

Apply above criteria to each way

Any **two** ways:

- The number of workers in cities increased from 22 million to 28 million. They worked long hours and there was harsh discipline in the heavy engineering factories producing munitions
- By 1916 living standards declined due to inflation. Wages failed to keep up with inflation, which was 400% by the end of 1916
- There was a shortage of food, especially in Petrograd and Moscow, as meat prices increased by 300%. By the end of 1916 there was only one-half of the food requirements in these cities
- There was a shortage of fuel. By the end of 1916 there was only one-third of the fuel requirements in Petrograd and Moscow
- By early 1917 many factories were forced to close due to shortages of coal, largely due to a break down in the transport system. Thousands were unemployed, cold and hungry.

Any other valid point

[4]

- (b) How did the actions of Lenin and Trotsky help the Bolsheviks to take power in Russia by October 1917?

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

**Indicative Content**

- Lenin returned to Petrograd in April 1917. He ordered the Bolsheviks not to cooperate with the Provisional Government. The April Theses called for 'Peace, Bread and Land' and 'All Power to the Soviets'. This won support for the Bolsheviks
- The Bolsheviks were the only revolutionary group to consistently oppose the Provisional Government
- The July Days failed but the Bolsheviks exploited the Kornilov Revolt to win control of the Petrograd Soviet in September 1917. The Soviet was the vehicle used by the Bolsheviks to seize power
- In September and October Lenin, in exile in Finland, called for the overthrow of the Provisional Government. Lenin persuaded a reluctant Bolshevik leadership to support an immediate overthrow of the Provisional Government
- Trotsky was Chairman of the Petrograd Soviet and led the Military Revolutionary Committee which organised and planned the take-over of key buildings and places of strategic importance in Petrograd.

Any other valid point

[6]

- (c) Explain why and how Tsar Nicholas II became unpopular in Russia by February 1917. In your answer refer to the guidelines and use other relevant knowledge.

- Actions of Nicholas II and military defeats
- Actions and influence of Tsarina Alexandra and Rasputin.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

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

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

### **Level 3 ([11]–[15])**

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

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

### **Indicative Content**

Actions of Nicholas II and military defeats

- Russia experienced heavy military defeats in August 1914 at Tannenberg and the Masurian Lakes. A total of 250 000 men were lost
- Tsar Nicholas made himself Commander-in-Chief of the Russian army in August 1915. This was a mistake as he was indecisive and lacked leadership skills. Nicholas was now personally responsible for Russia's performance in the war
- Nicholas left Petrograd and went to army headquarters at Mogilev and left control of the government to Tsarina Alexandra
- In 1915 Nicholas rejected an offer from the Progressive Bloc, representing most of the 4th Duma, to create a government of national unity to co-ordinate Russia's war effort.

Actions and influence of Tsarina Alexandra and Rasputin

- Alexandra's German background increased distrust. She also displayed little political skill. Her actions tarnished the reputation of the Tsar
- 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
- Alexandra's rule also alienated the nobility. Therefore, Nicholas lost one of the pillars of autocracy. They resented being sidelined by Rasputin
- Alexandra closed down the 4th Duma at the beginning of 1917. This was an event which helped to trigger the February Revolution.

Any other valid point

[15]

25

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

- 5 (a) Describe **two** actions taken by the Bolsheviks to increase their control of Russia between October 1917 and the outbreak of the Russian Civil War in June 1918.

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

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

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

Able to identify and describe one action taken by the Bolsheviks to increase their control of Russia **[2]**

Apply above criteria to each action

Any **two** actions:

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

Any other valid point [4]

- (b) How did the strengths of the Red Army lead to its victory in the Russian Civil War by 1921?

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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



**Level 3 ([5]–[6])**

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

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

**Indicative Content**

- The Red Army won the Civil War because it occupied the most industrially-developed areas of Russia with access to weapons and war supplies unavailable to the Whites
- Russia's railway system was centred on Moscow, so that the Bolsheviks could quickly deploy troops to deal with attacks from the Whites
- Trotsky was an inspirational military leader. He visited the troops at the front in a special train and made rousing speeches
- Trotsky was a ruthless military leader. He introduced the 'Red Terror', which ensured the forced conscription of soldiers in the area controlled by the Reds. Over 20 000 opponents were shot by the Cheka
- Trotsky forced 22 000 Tsarist officers to provide leadership to turn the inexperienced Red Army into a disciplined, well-led and effective fighting force of 5 million soldiers.

Any other valid point

[6]

- (c) Explain how War Communism affected the economy and the lives of people in Russia between 1918 and 1921. In your answer refer to the guidelines and use other relevant knowledge.

- Effects on industry and the lives of workers
- Effects on agriculture and the lives of peasants.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

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

**Level 3 ([11]–[15])**

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

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

**Indicative Content**

Effects on industry and the lives of workers

- Production rates in industry fell drastically under War Communism. Coal, steel and electricity production dropped back to below pre-World War One levels. Coal output fell from 29 million tons in 1913 to 8.9 million tons in 1921
- War Communism increased state control over industry and imposed severe discipline on workers. Managers were put in charge and harsh penalties were imposed for absenteeism and lateness. Thousands fled from the cities and industrial production declined
- Less than one third of workers' food came from state-provided rations. Inflation and food shortages led to bartering in order to survive. The black market became vital. Workers were forced to exchange handmade or stolen goods for food. Most Russian horses were killed to provide meat
- The growing discontent of workers was shown during the Kronstadt Mutiny, a revolt by sailors at the Kronstadt naval base in March 1921. Workers in Petrograd joined the sailors. These two groups had been key supporters of the Bolsheviks. This was crushed by the Bolsheviks.

Effects on agriculture and the lives of peasants

- Peasants were expected to give up their extra grain so it could be distributed to the Red Army. They were no longer allowed to sell this extra grain for a profit, although they still kept control of their own land
- An organisation called the Vesenkha was set up. It was given control over all the main areas of the economy. Among other powers, it had the power to requisition grain
- The Bolsheviks sent Cheka squads to the countryside to requisition grain for the army and workers. They terrorised peasants to provide food and punished them severely if they hid animals or food. Five million died in a terrible famine in 1920–1921
- A series of peasant rebellions against the Bolsheviks in 1920 threatened Bolshevik control. The most serious in Tambov province took months to defeat.

Any other valid point

[15]

25

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

6 (a) Describe **two** effects of the Purges in the USSR in the 1930s.

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

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

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

Able to identify and describe one effect of the Purges **[2]**

Apply above criteria to each effect

Any **two** effects:

- Stalin’s main rivals in the Communist Party were killed during the Great Purges of the late 1930s
- The Communist Party and the armed forces were seriously weakened. One-fifth of all members of the Communist Party were expelled or killed in the 1930s
- Party leaders such as Kamenev, Zinoviev and Bukharin were exposed to humiliating Show Trials. Most leading generals, such as Tukhachevsky, were victims of the Great Purges
- The secret police (the NKVD) themselves were victims of the Great Purges. Yagoda, the head of the NKVD, was executed in 1938
- A climate of fear and suspicion existed in the USSR in the 1930s, known as the ‘Great Terror’. The NKVD sent up to 20 million Russians to labour camps or gulags which were set up in remote areas such as Siberia.

Any other valid point [4]

(b) Why was Stalin successful in the struggle for leadership of the USSR between 1924 and 1929?

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

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

**Indicative Content**

- Stalin used his position as General Secretary to control appointments and build up a power base within the party
- In 1924 Trotsky's failure to attend Lenin's funeral damaged his reputation. Stalin delivered Lenin's funeral oration, setting himself up as the man who would carry on Lenin's work
- Stalin concealed details of Lenin's Will. Lenin's Will had been particularly critical of Stalin and would have harmed his prospects of gaining the leadership
- Many in the Communist Party mistrusted Trotsky. He was seen as arrogant and distant. Stalin seemed much less threatening
- Stalin outmanoeuvred his rivals in the Politburo exploiting personal jealousies, character weaknesses and issues such as 'socialism in one country'
- In 1929 Stalin became the undisputed ruler of the USSR.

Any other valid point

[6]

- (c) Explain how Stalin's economic policies affected industry and agriculture in the USSR between 1928 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- Effects of the Five Year Plans
- Effects of Collectivisation.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

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

**Level 3 ([11]–[15])**

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

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

**Indicative Content****Effects of the Five Year Plans**

- There was much enthusiasm as the Five Year Plans were seen as a way of transforming society and creating a proletarian-dominated country. By the end of the 1930s the USSR had become an urban society
- Rewards and honours, such as better housing and holidays, were available for workers who exceeded their targets. The model worker was Alexei Stakhanov, who over-fulfilled his production quota by 1400%
- Workers had to work long hours for poor wages. Living conditions, especially housing, were often poor and there was much overcrowding in the cities. The planned increase in consumer goods in the second and third Five Year Plans did not happen as resources were diverted to the military
- Workers were exposed to intimidation in the work place as a way of pushing them into working harder. 'Shock Brigades' terrorised workers in the factories.

**Effects of Collectivisation**

- Under Collectivisation individual farms were taken from the peasants and turned into state-owned collective farms called kolkhozy, each comprising 50 to 100 households. By 1936 over 90% of USSR's farms were collectivised. Peasants were paid and the quotas of food were given to the state at low prices. Peasants were able to keep a small private plot and some animals
- There were 2500 Motor Tractor Stations set up to organise the supply of machinery and seeds to modernise agriculture and increase production. It was hoped that mechanised agriculture would free peasants to work in new industries created under the Five Year Plans
- Collectivisation of agriculture created turmoil and a high human cost as kulaks resisted it. They killed livestock and refused to plant crops. Between 1929 and 1933, two-thirds of all sheep and goats and half of all horses, vital for agricultural work, were killed
- Over 5 million kulaks were killed or sent to labour camps and in the Ukraine up to 5 million died in the famine between 1932 and 1934.

Any other valid point

[15]

25

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

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

- 7 (a) Describe **two** ways in which cinema affected the lives of Americans in the 1920s.

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

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

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

Able to identify and describe one way in which cinema affected the lives of Americans in the 1920s **[2]**

Apply above criteria to each way

Any **two** ways:

- There were over 100 million visits to the cinema every week to see the silent movies. The cinema became important in the social lives of many Americans in the 1920s
- The cinema influenced the fashion and lifestyle of young people  
Advertising was used to persuade people to buy consumer goods
- Film stars, e.g. Clara Bow, the 'IT' Girl and Rudolph Valentino became important role models for many young people
- The cinema was blamed by older and conservative groups for lowering the morals of young people. The Hays Code in 1928 tried to ensure that films were of a high moral standard.

Any other valid point

[4]

- (b) How was the law on Prohibition broken in the USA in the 1920s?

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

**Indicative Content**

- There was a lack of public support and respect for Prohibition in the USA. Non WASPs resented the loss of freedom of choice. President Harding was reputed to have drunk alcohol in the White House
- Prohibition was difficult to enforce and soon gangs emerged, especially the Mafia. The Mafia, led by Al Capone, controlled bootlegging or the illegal import and distribution of alcohol from Canada and the West Indies
- Illegal liquor called moonshine was brewed, using illegal stills. In 1930, over 280 000 illegal stills were seized
- The Mafia and other gangs controlled illegal saloons or speakeasies where people could easily obtain alcohol. There were over 30 000 speakeasies in New York in 1929
- Corruption was a major problem. Many police, lawyers and government officials accepted bribes
- The government employed only 2300 prohibition agents to enforce the law. They were badly paid: one in twelve was sacked for accepting bribes and others were killed by gangsters.

Any other valid point

[6]

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

- Reasons for hostility and actions taken against immigrants in the 1920s
- Reasons for hostility and actions taken against Black Americans in the 1920s.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

Answers will provide a more detailed and developed explanation and

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

### **Level 3 ([11]–[15])**

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

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

### **Indicative Content**

Reasons for hostility and actions taken against immigrants in the 1920s

- Over 40 million immigrants came to the USA from 1890 until 1914. Most were Catholic and Jewish, from southern and eastern Europe, and did not speak English. Immigrants were seen as a threat to the American way of life by the WASPs
- Immigrants were also seen as a threat to the WASPs, as they undercut wages
- Most immigrants lived in ghettos in the big cities and were linked to a growth in crime. The Mafia emerged in the 1920s
- Immigrants were linked to anarchism and communism. There were strong fears that new immigrants would start a communist revolution in the USA. The Palmer Raids in 1918 led to the arrest of 6000 immigrants suspected of being communist sympathisers in the Red Scare. Over 500 were deported
- The Sacco and Vanzetti case symbolised intolerance towards immigrants, as two Italians were executed in 1927 on very flimsy evidence
- The end of the Open Door policy caused problems for immigrants. Three laws in the 1920s – the Immigration Quota Laws – greatly reduced the number of immigrants allowed to enter the USA.

Reasons for hostility and actions taken against Black Americans in the 1920s

- Racism was a reason for hostility towards Black Americans, especially in the Southern States where most Black Americans lived
- The Jim Crow Laws ensured that Black Americans in the Southern States did not have equal civil rights. Black Americans were not allowed to mix with White Americans and were denied equality in education, housing and access to the law and public amenities such as swimming pools, parks and libraries
- 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. The Ku Klux Klan (KKK) threatened Black Americans at polling stations
- The KKK with 5 million members in 1925 used violence and intimidation to ensure the supremacy of the WASPs. Over 400 Blacks were lynched by the KKK in the 1920s. The most famous example was the Marion



- lynching
- A large number of Black Americans who had lost their jobs as sharecroppers, migrated to find work in the northern cities. They faced discrimination and many lived in ghettos. They had menial jobs such as domestic servants. Very few Black Americans got skilled jobs in car factories.

Any other valid point

[15]

25

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

- 8 (a) Describe **two** reasons why the price of shares on the Wall Street Stock Exchange increased before October 1929.

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

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

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

Able to identify and describe one reason for the increase in the price of shares before October 1929 **[2]**

Apply above criteria to each reason

Any **two** reasons:

- From 1925 onwards, people in the USA began to speculate or invest in companies for short-term profit. There was much confidence that the economic boom would continue
- A share-buying craze began in 1927. Between 1927 and 1929 over one million Americans became share speculators. This pushed the value of shares far higher than company profits
- There was little regulation of the Wall Street Stock Exchange and the banking system in the USA in the 1920s. Speculators bought shares 'on the margin' by borrowing 90% of the share price from banks
- They sold the shares later at a profit. This was encouraged by stockbrokers who bought and sold shares for investors. This system could only continue if share prices kept increasing.

Any other valid point [4]

- (b) How were the lives of farmers and sharecroppers affected by the Great Depression between 1929 and 1932?

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

- Overproduction and under consumption meant that farmers had missed out on the economic boom of the 1920s. The Hawley-Smoot Act led to a fall in grain and meat prices, e.g. the price of wheat decreased from 103c per ton in 1929 to 38c per ton in 1933
- Many farmers had borrowed heavily from banks in order to purchase new machinery in the 1920s. By 1932, over 40% of all farms were mortgaged to banks due to debt and the number of evictions increased
- Many sharecroppers lost their jobs and experienced severe hardship, while farmers were forced to destroy crops because it was too expensive to harvest them. Poverty existed in the midst of plenty in the USA during the Depression
- In the Midwest the position of farmers worsened because of the Dust Bowl. Drought and over-cropped soil led to dust storms ruining millions of acres of previously fertile land. Thousands of farmers from Oklahoma and Arkansas migrated west to California in search of a new life as farm labourers.

Both farmers and sharecroppers should be mentioned to access Level 3.

Any other valid point

[6]

- (c) Explain why and how President Hoover took limited action to deal with the effects of the Great Depression between 1929 and 1932. In your answer refer to the guidelines and use other relevant knowledge.

- Hoover's beliefs
- Actions taken by Hoover between 1929 and 1932.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

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

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

### **Level 3 ([11]–[15])**

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

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

### **Indicative Content**

Hoover's beliefs

- Hoover was a Republican president who underestimated the length and severity of the Depression. His actions were limited because of his belief in laissez-faire or non-interference of the federal government in economic matters
- He believed in Rugged Individualism. Americans could only succeed by their own efforts and should not receive help from the federal government
- Hoover believed in low taxation. The traditional Republican belief was that increased profits by business were the key to economic growth. The Republican Party was the party of business. President Coolidge stated 'the business of America is business'
- The world economy had collapsed after 1929 and world trade had slowed down. Hoover underestimated the seriousness and length of the Depression. He made reassuring statements such as 'prosperity is just around the corner'.

Actions taken by Hoover between 1929 and 1932

- Between 1929 and 1931 Hoover relied on voluntary agreements between employers and workers to prevent unemployment. These actions were ineffective as unemployment increased to 14 million by 1932
- In 1929 Hoover cut taxes by \$130 million to help stimulate investment. This had little effect
- In 1930 the Hawley-Smoot Act increased tariffs by 50%. This aimed to protect American industry and jobs but world trade slowed down as other countries retaliated. This worsened the problems of overproduction and falling prices faced by farmers
- In 1931 the federal government provided \$423 million for a building programme to provide new jobs, e.g. the scheme to build the Hoover Dam on the Colorado River. The money provided was not enough to reverse the increased level of unemployment
- In 1931 Hoover reversed his laissez-faire policy and set up the Reconstruction Finance Corporation. The federal government loaned \$1500 million to help banks and businesses in difficulty
- In 1929 Hoover set up the Farm Board, with a budget of \$500 million to buy up surplus farm produce and help farmers. The increase in tariffs

had a negative effect on agriculture as farm income fell from \$13 billion to \$7 billion between 1929 and 1932.  
Any other valid point [15]

AVAILABLE MARKS
25

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

9 (a) Describe **two** actions taken by Roosevelt during the Hundred Days.

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

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

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

Able to identify and describe one action taken by Roosevelt during The Hundred Days **[2]**

Apply above criteria to each action

Any **two** actions:

- Roosevelt reformed the banking system. Only well organised banks could continue. These were given government guarantees. This restored public confidence in the banking system. Over \$1 billion was deposited in banks
- The Beer Act ended Prohibition and allowed saloons to open up and breweries were legalised again. This was very popular
- The Civilian Works Administration was set up and provided 4 million jobs in the winter of 1933–1934
- Roosevelt cut the wages of all federal government employees by 15% in order to reduce the burden on the federal government.

Any other valid point [4]

(b) How did the New Deal agencies improve the lives of farmers in the USA by 1939?

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

grammar with consistent accuracy.

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

**Indicative Content**

- The Agricultural Adjustment Administration [AAA] dealt with the problems of over-supply and low prices. Compensation was paid to farmers to reduce the amount of crops sown and animals bred. By 1939 food prices increased and farm income doubled
- The lives of farmers living in the Tennessee Valley were changed by the Tennessee Valley Authority [TVA] set up in 1933. The TVA built 21 dams on the Tennessee River to control water flow and made an area of 40 000 square miles productive again. Hydroelectric power stations provided cheap electricity; flooding and soil erosion stopped and agriculture was regenerated
- 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
- The Civilian Conservation Corps [CCC] offered work to men aged between 18 and 25 in projects to plant trees to prevent soil erosion
- The Rural Electrification Administration gave farmers money to increase electricity supply. In 1930, only 10% of farmers had electricity supply. By 1939, with the help of government loans, 40% of farmers had electricity. This improved the quality of life of farmers
- Farmers and sharecroppers in the Midwest experienced a severe drought between 1932 and 1936 and benefited little from the New Deal. 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 gave money to 650 000 families but for many it was too little too late.

Any other valid point

[6]

**(c)** Explain how some groups and individuals in the USA opposed Roosevelt’s New Deal. In your answer refer to the guidelines and use other relevant knowledge.

- Actions of the Supreme Court and the Republican Party
- Actions of key individuals.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

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

**Level 3 ([11]–[15])**

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

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

**Indicative Content**

Actions of the Supreme Court and the Republican Party

- The Republican Party accused Roosevelt of turning the USA into a socialist state, e.g. by legalising trade unions and increasing workers' rights. The Supreme Court caused problems by declaring 11 of Roosevelt's New Deal agencies unconstitutional
- In 1935 the Supreme Court found the National Recovery Administration [NRA] codes unconstitutional in the 'Sick Chickens' case. The Supreme Court ruled that the NRA had no right to take the Schechter brothers to court for breaking the NRA codes. This was the responsibility of the state governments
- In 1936 the Supreme Court declared 16 Agricultural Adjustment Administration [AAA] codes unconstitutional. The AAA gave farmers loans to plough up land and kill animals. The Supreme Court ruled that these loans could only be made by state governments
- The Republican Party accused Roosevelt of excessive spending of taxpayers' money. The New Deal agencies cost \$17 billion. Republicans pointed to the waste of money, e.g. the 'boondoggles' as part of the WPA schemes
- The Republican Party claimed that Roosevelt was making the federal government too powerful. They accused Roosevelt of behaving like a dictator. The Republican Party challenged Roosevelt at all elections and helped set up the Liberty League to oppose Roosevelt in the 1936 Presidential election.

Actions of key individuals

- Dr Francis Townsend criticised Roosevelt's New Deal for not helping older people who did not get a pension. He proposed that everyone over 60 should get a pension of \$200 each month
- This idea was very popular and over 7000 'Townsend Clubs' were set up across the USA
- Huey Long, Governor of Louisiana criticised the New Deal for not helping the poor. He proposed a 'Share Our Wealth' scheme. He wanted to take money from the rich and large businesses and divide it among the poor



- Long's more radical proposals included a minimum wage, help for war veterans and free education
  - Fr Charles Coughlin, the 'Radio Priest', used his radio broadcasts to criticise Roosevelt's New Deal. He criticised the New Deal's failure to help the poor. He set up the National Union for Social Justice but Fr Coughlin's ideas for reform were confused.
- Any other valid point [15]

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

**Section A**

AVAILABLE MARKS	
	25
	50

## Section B

**Option 4: Peace, War and Neutrality:  
Britain, Northern Ireland and Ireland, 1932–1949****10 (a) (i) Study Source A**

Using **Source A**, and **your own knowledge**, describe how the Economic War affected trade between Britain, Northern Ireland and the Free State between 1932 and 1938.

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

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

**Level 1 ([1]–[2])**

Answers at this level will address the question in a general way and offer a limited description of how the Economic War affected trade between Britain, Northern Ireland and the Free State. Answers make very little reference to Source A and limited or no own knowledge is used.

**Level 2 ([3]–[4])**

Answers at this level will offer a more detailed description of how the Economic War affected trade between Britain, Northern Ireland and the Free State using Source A. Answers will use some own knowledge to support their answer. There will be gaps in the response.

**Level 3 ([5]–[6])**

Answers at this level will offer a full and accurate description of how the Economic War affected trade between Britain, Northern Ireland and the Free State using Source A. Relevant and accurate own knowledge will be used to support the answer.

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

Answers may include some of the following:

- Source A shows that imports to the Free State from Britain fell steadily in the years 1932 to 1938
- Source A shows that imports to the Free State from Northern Ireland fell quite sharply in this period
- Much of the reduction in trade came from a decrease in trade with Britain which had been the Free State's biggest market
- There was a loss of cross-border trade with Northern Ireland
- 90% of Irish exports went to Britain before the Economic War.

Any other valid point

[6]

**(ii) Study Source B**

Using **Source B**, and **your own knowledge**, explain the impact of the Economic War on the economy of the Free State between 1932 and 1938.

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

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

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

Answers at this level will provide a more detailed explanation and analysis of the impact of the Economic War upon the economy of the Free State. The content of Source B and some own knowledge will be used to provide a more informed response.

**Level 3 ([7]–[9])**

Answers at this level will offer a more detailed and developed explanation of the impact of the Economic War upon the economy of the Free State. Source B will be used fully and accurately. Own knowledge will be used to provide an informed response.

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

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

- The Economic War had a significant impact upon the Free State economy
- Irish farmers suffered due to a 35% reduction in cattle exports to Britain and Northern Ireland leading to an overproduction of beef
- Source B states that the Dublin government's attempt to encourage the growing of new crops such as sugarbeet and wheat had limited success. As a result it was difficult to find new markets for Irish products
- Source B highlights that despite the Economic War the Free State economy remained dependent upon exports to Britain
- De Valera's attempts to encourage Irish people to become self-sufficient and end the economic link with Britain had been unsuccessful
- Irish industries were also affected though not as badly as agriculture. They failed to attract the investment needed to develop and expand
- They were also unable to sell their goods abroad. As a result the economy of the Free State experienced a trade deficit
- One exception was the peat industry which grew due to the lack of coal imports from Britain.

Any other valid point

[9]

**(iii) Study Source C**

Source C suggests that de Valera believed that “from the moment this war began, only one policy was possible for us, neutrality.”

How far do you agree that de Valera completely followed a policy of neutrality during the Second World War?

Explain your answer using **Source C** and **your own knowledge**.

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

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

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

Answers at this level will show an understanding of the different views regarding de Valera and Eire’s neutrality during the Second World War. Candidates will use the view expressed in Source C and their own knowledge and attempt to reach a judgement on the different views related to the issue of neutrality. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy

**Level 3 ([9]–[12])**

Candidates at this level will show a clear understanding of de Valera’s policy of neutrality as outlined in Source C. Candidates will use their own knowledge to explain clearly the different interpretations on the issue of neutrality and make reference to Source C to support their explanation. A judgement must be reached. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

Answers may include some of the following from Source C:

- In Source C, de Valera states that ‘only one policy was possible for us, neutrality’. This was a clear statement of Éire’s neutral position
- In Source C, de Valera stated that taking sides ‘would have divided our people and weakened our nation’
- De Valera feared that taking sides would leave Éire vulnerable to

attack. In Source C, he states ‘if we are not with them, then we are against them’.

Answers may include some of the following own knowledge:

- De Valera refused an offer from Churchill in 1940 offering Irish unity in return for allowing Britain to use the Treaty Ports and British forces to be stationed in Éire
- In December 1941 Churchill made another offer for Éire to enter the war on the side of the Allies. He stated ‘Now is your choice. Now or never. A nation once again’. De Valera rejected this offer
- De Valera protested against the arrival of thousands of American soldiers in Northern Ireland in 1942 in preparation for the Allied offensive against Germany
- Censorship of the press was rigidly enforced to enforce Éire’s neutral position. No reports of Nazi atrocities could be published and weather forecasts were censored to avoid helping Allied ships. The German Ambassador had his radio confiscated to avoid using it to transmit information from Éire to help Germany
- In April 1945 de Valera visited the American and German Embassies to offer his condolences on the deaths of President Roosevelt and Hitler
- Though de Valera refused to end Éire’s neutrality, he operated a policy of ‘Benevolent Neutrality’ that favoured Britain. The RAF was allowed to use the Donegal Air Corridor when patrolling the Western Atlantic
- German pilots who landed in Éire were imprisoned but Allied pilots were allowed to go to Northern Ireland
- In May 1941, de Valera sent fire engines to help in the aftermath of the Belfast Blitz. Relief centres were set up close to the border to help those left homeless by the Blitz
- In 1945, de Valera allowed the RAF to establish secret radar stations in Éire.

Any other valid point [12]

- (b) How did the introduction of the Welfare State improve the lives of people in Northern Ireland after the Second World War?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

Answers may include some of the following:

- The introduction and impact of the Welfare State in Northern Ireland led to significant improvement on the well-being of the people
- The creation of the National Health Service in 1948 quickly led to a reduction in diseases such as polio and TB
- Social reforms also improved the standard of living for many people through the provision of benefits such as family allowance and pensions
- The Housing Trust was established to build new houses in Northern Ireland, overseeing the construction of 100 000 houses
- The Education Act of 1947 entitled children to free secondary education after the age of eleven
- New schools were built and funding was increased to Catholic Voluntary Schools.

Any other valid point

[6]

- (c) “Northern Ireland’s economy made a very important contribution to the British War effort.” Do you agree? Explain your answer.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[11])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. Answers will attempt to reach a judgement to provide a more informed response. Writing communicates

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

### **Level 3 ([12]–[17])**

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

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

Answers may include some of the following:

- For the first two years of the war the output of Northern Ireland's industries was limited due to complacency, bad management, lack of planning and a shortage of skilled workers
- Until 1941, no new factories were built and therefore unemployment remained high
- Industrial production was also hit by a series of strikes
- The appointment of Basil Brooke as Prime Minister in 1943 saw improvements in both production and efficiency
- Harland and Wolff built 140 warships, 123 merchant ships and 500 tanks
- Short and Harland built 1200 Stirling bombers, 125 Sunderland Flying boats and carried out 3000 aircraft repairs
- Textile industries produced essentials, including uniforms, ropes, parachutes, weapons and ammunition
- Northern Ireland's agricultural sector performed very well during the Second World War
- Basil Brooke, Minister for Agriculture until his appointment as Prime Minister, encouraged people in Northern Ireland to "Dig for Victory"
- The amount of land used for growing crops increased by 60%
- The number of cattle and poultry increased. Northern Ireland supplied 20% of Britain's egg requirements and exported £3 million worth of sheep and cattle each year
- Scotland received 100 000 litres of milk a day from Northern Ireland.

Any other valid point

[17]

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

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

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

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

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

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

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

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

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

[5]

55



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

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

Using **Source A**, and **your own knowledge**, describe how unionists reacted to the signing of the Anglo-Irish Agreement, 1985.

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

Answers at this level will offer a more detailed description of how unionists reacted to the signing of the Anglo-Irish Agreement using Source A. Answers will use some own knowledge to support their answer. There will be gaps in the response.

**Level 3 ([5]–[6])**

Answers at this level will offer a full and accurate description of how unionists reacted to the signing of the Anglo-Irish Agreement using Source A. Relevant and accurate own knowledge will be used to support the answer.

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

Answers may include some of the following:

- There was a huge protest rally at Belfast’s City Hall (Source A) – an estimated 100 000 attended
- Unionists led marches to the headquarters of the new Anglo-Irish Secretariat at Maryfield
- All 15 unionist MPs resigned their Westminster seats
- The “Ulster Says No” campaign: Source A contains the slogan ‘Ulster Says No’
- There was a “Day of Action” in March 1986, which brought much of Northern Ireland to a standstill
- There was loyalist violence when the campaign of civil disobedience seemed not to be working – especially against the RUC
- There were bonfires burning effigies of Margaret Thatcher and Irish Foreign Minister Peter Barry

Any other valid point

[6]

**(ii) Study Source B**

Using **Source B**, and **your own knowledge**, explain why the civil rights movement emerged in Northern Ireland in the late 1960s.

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

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

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

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

**Level 3 ([7]–[9])**

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

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

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

- There was anger at continued discrimination against Catholics in allocation of council housing, allocation of government jobs and in law and order, especially regarding the role of the B-Specials. Some of this is referred to in Source B
- Some felt that O'Neill had been too slow to bring change and that his policies favoured Protestants
- A new generation of university-educated Catholics were confident that they could bring real change
- There was inspiration from the US Civil Rights movement led by Reverend Martin Luther King (whose campaign of civil disobedience had won major concessions from the US Congress)
- There was inspiration from the student demonstrations in France
- Nationalists saw the growing self-confidence of Catholics elsewhere, especially the late John F. Kennedy the USA's first Catholic president
- There was dissatisfaction with the performance of the Nationalist Party in Northern Ireland (their only policy seemed to be the ending of partition).

Any other valid point

[9]

**(iii) Study Source C**

**Source C** states that the Falls Road curfew of July 1970 was the “key turning point” in relations between nationalists and the British army.

How far would you agree that the Falls Road curfew of July 1970 was the most important factor in changing relations between nationalists and the British army, August 1969 to August 1971? Explain your answer using **Source C** and **your own knowledge**.

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

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

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

Candidates at this level will show a clear understanding of the view expressed in Source C regarding the Falls Road curfew. Candidates will use their own knowledge to explain clearly the different interpretations on the changing relations between nationalists and the British army and make reference to Source C to support their explanation. A judgement must be reached.

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

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

- Source C states that the Falls Road curfew destroyed the army’s ‘previously good relations with the nationalist community’
- The source highlights that many nationalists were now convinced that the army was being used by the unionist government against them
- The interpretation contained within the source is that whilst the Falls Road curfew was an important turning point, the introduction

of internment confirmed changing nationalist reactions to the British troops.

Answers may include some of the following own knowledge:

- Source C is not representative of all the views on changing relations between nationalists and the British army
- In August 1969, nationalists welcomed British troops. On the streets of Belfast, soldiers were welcomed with tea, cakes and buns and were seen as protectors of the nationalist community
- There was increased violence which followed the emergence of the Provisional IRA. The army intended to crush the IRA
- The Falls Road curfew of July 1970 lasted 34 hours while house-to-house arms searches were carried out. This almost certainly weakened the good relationship that had existed between the army and the nationalist community
- Internment was introduced in August 1971. 'Operation Demetrius' began on 9 August 1971. It targeted mostly nationalists. Since the army helped to carry out internment, their reputation with nationalists suffered
- Overall, the honeymoon period which had existed with the army came to an end. Nationalists began to lose patience with the military presence on their streets.

Any other valid point

[12]

- (b) In what ways did the people of Northern Ireland respond to the events of Bloody Sunday, 1972?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

Answers may include some of the following:

- There were immediate expressions of grief and anger from nationalists, who demanded an inquiry into the events
- Nationalists claimed that the victims were totally innocent and that the paratroopers carried out an unprovoked attack
- Nationalist hostility towards the state increased and rioting broke out in nationalist areas
- IRA violence increased and IRA recruitment rose – especially in the Derry/Londonderry area
- Unionists expressed regret at the deaths, but regarded the march as both illegal and provocative
- Increased violence led to the formation of the Ulster Vanguard in February 1972. Led by William Craig, it served as a co-ordinating body for traditional loyalist groups. It organised a huge demonstration in Belfast's Ormeau Park.

Any other valid point

[6]

- (c) "O'Neill's policies and actions improved life in Northern Ireland in the 1960s." Do you agree? Explain your answer.

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

Award [0] for responses not worthy of credit

### **Level 1 ([1]–[5])**

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

### **Level 2 ([6]–[11])**

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

### **Level 3 ([12]–[17])**

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

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

Answers may include some of the following:

- To improve the economy O'Neill attracted £900 million of investment
- O'Neill established a new city – Craigavon and developed a new university at Coleraine; both decisions attracted controversy amongst nationalists
- O'Neill 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
- 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. His successor Jack Lynch visited in 1967
- O'Neill visited Dublin four weeks later. Discussions focused on economic cooperation between Northern Ireland and the Irish Republic
- Some unionists opposed this policy of improved relations with the Republic and it caused divisions within his own unionist party
- O'Neill was also keen to improve relations within Northern Ireland. He visited Cardinal Conway, spiritual leader of Ireland's Catholics
- O'Neill sent condolences on the death of Pope John XXIII
- He visited Catholic schools and hospitals and increased financial support to Catholic schools and hospitals
- These symbolic gestures towards the nationalist community were generally well received and many felt that O'Neill was trying to improve relations. Some unionists including Ian Paisley disagreed with O'Neill's actions
- O'Neill's Five Point Reform Programme of 1968 introduced such reforms as the abolition of the Londonderry Corporation and the removal of certain parts of the Special Powers Act.

Any other valid point

[17]

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

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

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

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

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

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

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

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

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

[5]

**Section B**

**Total**

**AVAILABLE  
MARKS**

55

**55**

**105**