

**GCS**

**History**

**Summer 2009**

**Mark Schemes**

Issued: October 2009



**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)  
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)  
MARK SCHEMES (2009)**

**Foreword**

*Introduction*

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

*The Purpose of Mark Schemes*

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges.

The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.



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*Rewarding Learning*

**General Certificate of Secondary Education  
2009**

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**History**

Paper 1  
Foundation Tier

**[G4601]**

**WEDNESDAY 27 MAY, MORNING**

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**MARK  
SCHEME**

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

AVAILABLE  
MARKS

### Section A

(Answer **two** questions from Part A1 **or** A2 **or** A3)

#### A1: Germany c1918–c1941

**Key Issue:** the Weimar Republic

1 (a) **Target AO1:** Recall of knowledge

- (i) **Social Democrats (example)**
- (ii) Spartacists [1]
- (iii) Nazi Party [1]
- (iv) Freikorps [1]
- (v) Storm Troopers [1]

(b) (i) Give **one** reason why the Munich Putsch failed.

**Target AO1:** Recall of knowledge

Any **one** of the following:

- In the aftermath of the hyperinflation crisis, Hitler had planned to capture Munich, march to Berlin and overthrow the Weimar government. The Nazis were not widely known outside Bavaria
- Hitler's attempted putsch was poorly planned and carried out. On 8th November 1923, the leaders of the Bavarian government had been held hostage and forced to agree to support Hitler's putsch. On the next day the Bavarian leaders changed their minds and ordered the police to prevent the Nazi takeover of Munich. Sixteen Nazis were killed in a brief street battle
- The Munich Putsch showed the lack of popular support for the Nazi plan to overthrow the Weimar government. The backing of Ludendorff, a war hero, was not enough to win popular support or that of key military and political leaders in Bavaria

Any other valid point [2]

(ii) Describe **two** effects of the Munich Putsch on Hitler and the Nazis between 1924 and 1928.

**Target AO1:** Recall and select information to describe an issue studied

Any **two** of the following:

- Hitler used his trial as a propaganda coup and gained widespread publicity and some sympathy for his criticism of the Weimar government
- When Hitler was in prison in Landsberg Castle in 1924, he wrote Mein Kampf. This outlined his main ideas. His most important change was to use political methods to get into power. The Nazis would "hold our noses and enter the Reichstag"

- The Nazi Party organised on a national level, led by gauleiters at local level. The Hitler Youth was set up in 1926. The Nazis exploited grievances among groups such as farmers and students to increase support
- The Nazis continued to use the SA to break up meetings of political opponents
- In the 1928 Reichstag election, the Nazis gained only 2.6% of the vote and only 12 seats in the Reichstag

Any other valid point [4]

- (c) **Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain an event studied

### Either

#### The Treaty of Versailles and its effects

- (i) Why did many groups oppose the terms of the Treaty of Versailles?

#### Level 1 ([0]–[2])

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

#### Level 2 ([3]–[4])

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

#### Level 3 ([5]–[6])

Answers will be detailed and accurate. They will address the reasons why many groups opposed the Treaty of Versailles. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Reparations were imposed because Germany was blamed for starting the war – Germans felt this was unfair
- Had to pay £6,600 million – believed this sum was too high and that Germany's economy would suffer in the long term as a result
- Argued that because Germany was now a democratic country the other countries should be trying to help it to get established
- Army was cut to 100,000, no submarines or air force, 6 battleships – Germany would be unable to defend itself with such limited forces
- Armed forces were a source of German pride – this had been taken away from them
- Contributed to unemployment in Germany as so many members of the armed forces lost their jobs

Any other valid point [6]

(ii) How was Germany affected by the terms of the Treaty of Versailles?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed with an attempt to analyse the consequences of the event. Answers may contain some inaccurate detail. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be detailed and accurate. They will address how Germany was affected by the terms of the Treaty of Versailles. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Lost many areas of land to other countries, e.g. Eupen and Malmedy to Belgium, North Schleswig to Denmark, Alsace-Lorraine to France
- Germany was split in two as a result of Posen and West Prussia being given to Poland
- Germany lost all its colonies
- Lost 10% of land in total
- Lost 12% of its population
- Lost 16% of its coal fields
- Lost half its iron and steel industry
- Demilitarisation of the Rhineland
- Restrictions on armed forces

Any other valid point

[9]

**Or**

**The Rise of the Nazis 1929–1933**

(i) Why did Germany suffer an economic depression after 1929?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate. They will address the reasons why Germany suffered an economic depression after 1929. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- The Stock Market in the USA crashed in October 1929 leading to the collapse of many US banks and businesses
- The Wall Street Crash led to the withdrawal of US loans to Germany and demands for repayments
- This led to an economic depression in the country
- Businesses closed, unemployment grew, banks collapsed

Any other valid point

[6]

(ii) How did each of the following help the Nazis become the most popular political party in Germany by 1933?

- The response of the Weimar governments to the Depression, 1929–1933.
- The actions of Hitler and the Nazis, 1929–1933

### Level 1 ([0]–[3])

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

### Level 2 ([4]–[6])

Answers will be more developed with an attempt to analyse the consequences of the event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

### Level 3 ([7]–[9])

Answers will be detailed and accurate. They will address how the Nazi party became the most popular political party in Germany by 1933. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

#### **The reaction of the Weimar government to the depression**

- The Weimar government couldn't decide how to deal with this
- Muller wanted to raise unemployment benefit but couldn't get a majority in the Reichstag to pass this and had to resign leading to the collapse of the Grand Coalition
- Brüning also got no support for his policies. He wanted to cut benefits and raise taxes – Article 48 had to be used
- Crisis continued – unemployment reached a high of 6 million
- German people lost faith in the ability of the government to deal with the crisis

Any other valid point

#### **The actions of Hitler and the Nazis, 1929–1933**

- 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 – viewed it as a weak political system and looked towards a strong leader
- They used a wide variety of propaganda to get their message across, under the direction of Joseph Goebbels
- Carried out “Hitler over Germany” campaign whereby Hitler flew to destinations all over Germany to deliver his speeches personally to the people

- Told different groups of people exactly what they wanted to hear, e.g. business leaders were convinced of the Nazis' hatred of communists

Any other valid point

[9]

AVAILABLE  
MARKS

25

**Key Issue:** Nazi Germany

AVAILABLE  
MARKS

**2 (a) Target AO1:** Recall of knowledge

- (i) **Autarky (example)**
- (ii) Strength Through Joy [1]
- (iii) Gestapo [1]
- (iv) Concentration Camps [1]
- (v) SS [1]

**(b) (i)** Give **one** method used by the Nazis to control young people in Germany between 1933 and 1939.

Any **one** of the following:

- Youth groups were established to control the leisure time of young people
- Boys were taught how to fire a gun and march in the Hitler Youth
- Girls were taught how to look after a home and about bringing up children in the League of German Maidens
- There was an emphasis on physical fitness for both boys and girls
- School subjects were altered. Religion was not taught but there was an emphasis on PE, History, Race Studies and Biology
- Teachers had to belong to Nazi Teachers' League and had to promote Nazism at all times

Any other valid point [2]

**(ii)** Describe **two** ways in which Nazi policies affected the lives of Jews in Germany 1933–1939.

**Target AO1:** Recall and select knowledge to describe an event studied

Any **two** of the following:

- Jews were banned from government jobs, the civil service and the professions
- Nuremburg Laws of 1935 meant that Jews could not marry Germans or call themselves German citizens
- Kristallnacht of November 1938 included the destruction of Jewish businesses and synagogues.
- By 1939 Jews had to add Sarah or Israel to their names, have the letter "J" stamped on their passports and wear the Star of David

Any other valid point [4]

**(c) Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain an event studied

**Either**

**Women and churches in Nazi Germany, 1933–1939**

- (i)** Why did the Nazis want to control **each** of the following between 1933 and 1939?
- Women
  - Churches

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate. They will address the reasons why the Nazis wanted to control women and Churches. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Women were viewed as very important as they would produce the future generations of the Aryan race
- Hitler wanted to ensure that as many racially pure children as possible were born
- Believed that it was impossible to be loyal to the Nazis and be a member of a church
- Realised the importance of religion to many people in Germany and therefore tried to influence the Churches – tried to get them to promote Nazism

Any other valid point

[6]

- (ii) What methods did the Nazis use to control women and the churches 1933–1939?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed with an attempt to analyse the consequences of the event. Answers may contain some inaccurate detail. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be detailed and accurate. They will address how the Nazis tried to control women and the churches. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

**Women**

- Professional women had to give up their jobs
- Women were discouraged from dieting and smoking as these may have interfered with childbirth
- The Motherhood Cross was introduced for women who had a lot of children – bronze for 4, silver for 6, gold for 8
- Newly-married couples were given a loan of 1,000 marks – for each child they had they could keep 250
- Women were encouraged to dress traditionally and go without make-up

**Churches**

- Signed a concordat with the Catholic Church – Church would stay out of politics in return for the Nazis promising to let services, Youth Groups and schools continue to operate
  - German Christians were established to control all Protestant churches under Ludwig Muller
  - German Faith Movement was a Nazi Church based on pagan beliefs – main symbol was a swastika
- Any other valid point [9]

**Or**

**Life of workers in Nazi Germany, 1933–1939**

- (i) Why did the number of unemployed people in Germany fall between 1933 and 1939?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate. They will address the reasons why the number of unemployed people in Germany dropped. Spells, punctuates and uses the rules of grammar with reasonable accuracy  
Answers may refer to **some** of the following:

- Rearmament created jobs in the army and in industries producing armaments
- RAD was set up for 18–25 year old men – carried out public work schemes in return for expenses and pocket money
- Professional women and Jews were sacked from their jobs and not recorded on the unemployment register

Any other valid point [6]

- (ii) How were the lives of workers in Germany affected by Nazi policies between 1933 and 1939?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed with an attempt to analyse the consequences of the event. Answers may contain some inaccurate detail. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be detailed and accurate. They will address how the Nazis controlled the lives of workers. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Trade Unions were banned and the DAF established
- Wages were controlled by the government
- A worker could not change jobs without getting permission from the Nazi Party
- Conscription and the RAD meant that many men were forced to work in the military or on a public work scheme
- Strength Through Joy was created – incentives such as free holidays and cheap cars were offered to employees who worked hard. Theatre tickets and discounts on other leisure activities were also given
- Beauty of Labour improved conditions in the workplace, e.g. by providing canteens

Any other valid point

[9]

AVAILABLE  
MARKS

25

**3 (a) Target AO1:** Recall of knowledge

- (i) Von Ribbentrop (example)**
- (ii)** Appeasement [1]
- (iii)** League of Nations [1]
- (iv)** Sudetenland [1]
- (v)** Chamberlain [1]

**(b) (i)** Give **one** of Hitler's foreign policy aims from 1933–1941.

**Target AO1:** Recall of knowledge

Any **one** of the following:

- Gaining Lebensraum
- Reuniting all German speaking people
- Restore Germany's military strength
- Destroy the Treaty of Versailles

Any other valid point [2]

**(ii)** Describe **two** ways in which Hitler had built up Germany's armed forces by 1935.

**Target AO1:** Recall and select information to describe an issue studied

Any **two** of the following:

- Announced conscription and brought numbers in army up to 400,000
- Military spending grew from 3 billion marks in 1933 to 9 billion marks by 1935
- Opened many arms factories to produce weapons and ammunition
- Signed Anglo-German naval Agreement allowing Germany's navy to reach 35% of the size of the British navy
- Luftwaffe was created along with civilian flying schools
- New battleships and submarines were built

Any other valid point [4]

**(c) Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain an event studied

**Either**

**The Rhineland and Austria**

**(i)** Why did Hitler want to break the terms of the Treaty of Versailles to do with the Rhineland and Austria?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spelling, punctuation and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate. They will address the reasons why Hitler wanted to break the terms of the Treaty of Versailles to do with the Rhineland and Austria. Spelling, punctuation and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Hitler hated the fact that the Treaty of Versailles had left Germany's border with France defenceless
- He claimed that Germany was surrounded by enemies as Russia was to its east and France to its west and that Germany should have the right to defend itself
- Union with Germany had been forbidden by the Treaty but as the two countries were German speaking Hitler wanted to unite them
- Hitler was Austrian himself and he also wanted access to the large Austrian army

Any other valid point [6]

- (ii) How was Hitler able to break the terms of the Treaty of Versailles to do with the Rhineland and Austria?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the issue. Spelling, punctuation and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed with an attempt to analyse the consequences of the event. Answers may contain some inaccurate detail. Spelling, punctuation and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be detailed and accurate. They will address how Hitler was able to break the terms of the Treaty of Versailles to do with the Rhineland and Austria. Spelling, punctuation and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

**The Rhineland**

- Marched 22,000 police and soldiers into the Rhineland in 1936
- Wasn't overly confident – troops had orders to turn back if confronted
- Britain didn't think it was worth going to war over and France wouldn't act without Britain, so Germany was able to get away with it

Any other valid point

**Anschluss with Austria**

- There was an attempt by Austrian Nazis to take over the government there in 1934 but this was unsuccessful due to the intervention of Mussolini
- By 1938 Germany and Italy were now allies so Hitler felt confident about taking over Austria with no opposition
- Austrian Nazis began to put pressure on the government – the leader Schuschnigg asked for foreign help to withstand this pressure but none was forthcoming
- Hitler forced Schuschnigg 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 he was forced to resign
- Seyss-Inquart became the new Austrian chancellor and invited the German troops into the country to restore order

Any other valid point

[9]

**Or**

**Poland and Russia**

- (i) Why did Hitler want to invade Poland and Russia?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate. They will address the reasons why Hitler wanted to invade Poland and Russia. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Wanted lebensraum in both Poland and Russia
- Hated the Polish Corridor which had been created by the Treaty of Versailles – German land had been given to Poland to give it access to the sea and Germany had been split in two as a result
- Hitler hated communism and Russia was communist
- Hitler believed the Slavic race of people who lived in Russia were inferior
- Hitler wanted access to Russia's resources, such as oil

Any other valid point

[6]

(ii) How was Hitler able to invade Poland and Russia?

AVAILABLE  
MARKS

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed with an attempt to analyse the consequences of the event. Answers may contain some inaccurate detail. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be detailed and accurate. They will address how Hitler was able to take over Poland and Russia. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Although Britain and France had given a guarantee to Poland, Hitler invaded it anyway in September 1939
- He felt confident as he had signed the Nazi-Soviet Pact with Stalin – this gave him the go-ahead to invade Poland from the west, safe in the knowledge that Russia would not fight back from the east
- The pact also contained a secret clause whereby Poland would be divided between Germany and Russia
- Even though Hitler had signed the Nazi-Soviet pact he had intended to invade Russia all along
- By June 1941 Hitler had successfully invaded most of Western Europe, but had failed to invade Britain
- Decided to invade Russia through Operation Barbarossa

Any other valid point

[9]

25

**Key issue:** The Fall of Tsarism and the 1917 Revolutions

4 (a) **Target AO1:** Recall of knowledge

(i) **Aurora (example)**

(ii) Tauride Palace [1]

(iii) Petrograd [1]

(iv) Smolny Institute [1]

(v) Kerensky [1]

(b) (i) Give **one** event of the February Revolution of 1917.

**Target AO1:** Recall of knowledge

- The February Revolution lasted from 18th February until 4th March. There were a growing number of strikes and demonstrations by workers, especially the large Putilov steel works. The workers demonstrated about working conditions and food and fuel shortages
  - On 23rd February, International Women’s Day, thousands of women joined the strikers. They protested about food and fuel shortages in Petrograd. The capital was at a stand-still
  - The attitude of the army in deserting the Tsar was crucial. The Tsar lost the backing of the army leaders who were unhappy at his leadership in the war. The Petrograd Garrison refused to obey the orders of the Tsar and its commander to fire on the demonstrators
  - On 27th February an unofficial Duma made up of 12 members disobeyed Nicholas’ command to close down. Also the Petrograd Soviet representing the interests of workers and soldiers was formed. This marked the beginning of Dual Authority and an alternative to Tsarism
  - The Tsar abdicated on 2nd March 1917
- Any other valid point [2]

(ii) Give **two** reasons why the Russian Army was defeated in World War One.

**Target AO1:** Recall and select information to describe an issue studied

- The Russian army was defeated at Tannenberg and the Masurian Lakes in 1914 and the Brusilov Offensive in 1916 failed. The German army was better organised and equipped. There were shortages of artillery, ammunition, boots and medical equipment in the Russian army. Some reports showed that one in three soldiers had no rifle in 1915
- The quality of military leadership was poor. Most experienced officers and soldiers were killed in the first year of the war. The Russian army in 1916 was described as “peasants in uniform”
- The casualty rate was very high. Over one million Russian soldiers died in the defeats in Galicia and Poland in 1915. Over 9 million soldiers were killed, wounded or taken prisoner by 1916. The enthusiasm of 1914 was replaced by pessimism, defeatism and a rising rate of desertion by 1916

- Nicholas II became commander-in-chief in 1915 but he was indecisive and lacked leadership skills. Nicholas was now personally responsible for Russia's performance in the war
- Any other valid point [4]

(c) **Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain the cause and effect of an event studied

**Either**

### **The Downfall of Tsar Nicholas II**

(i) Why were Tsarina Alexandra and Rasputin unpopular in Russia by 1916?

#### **Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

#### **Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

#### **Level 3 ([5]–[6])**

Answers will be more detailed and accurate and address the reasons why Rasputin and Alexandra were unpopular in Russia by 1916. Spells, punctuates and uses the rules of grammar with reasonable accuracy  
Answers may refer to **some** of the following:

- The Tsarina Alexandra was German and was distrusted as Germany was Russia's enemy in World War One. Alexandra was uncompromising in upholding the system of autocracy. She refused all offers to cooperate with the Duma
- Rasputin exerted great influence on Tsarina Alexandra mainly because of his ability to control Alexis's haemophilia. Many in Russia thought he had too much influence with the Tsar and his wife
- Rasputin used his influence with Alexandra to get high jobs in government for his friends. 36 ministers were appointed between 1915 and 1916 which led to political instability. Rasputin's influence also alienated the aristocracy, a group that had been one of the pillars of the autocracy
- Rasputin's debauched personal life, including drunkenness and womanising, led to a loss of respect for the Tsar and his wife

Any other valid point [6]

- (ii) How did World War One affect the economy and the lives of peasants and city workers in Russia by 1916?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address how World War One affected the economy and lives of people in Russia with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- War placed a great strain on the Russian economy. Between 1914 and 1917 the government spent 17 billion roubles on the war effort. It was forced to borrow heavily from abroad. This increased National Debt and led to inflation of 400% by January 1917
- The army had first claim on food. The military controlled the underdeveloped transport system. There were serious distribution problems with reports of shortages alongside reports of food rotting in railway carriages nearby
- Most of the 15 million recruits mobilised for the Russian army were peasants. Most of the 9 million casualties were peasants. The Russian army by 1916 was called “peasants in uniform”
- War had a major impact on the production and distribution of food. Farm horses were taken for use by the army and women and the old were left to maintain agricultural production which fell by 15%
- Increases in grain prices benefited the peasants. Peasants resented having their food seized to feed the army so many peasants hoarded their produce in the hope of gaining higher prices
- Workers in munitions factories had long hours of work and were subject to strict discipline. Living standards declined because wage increases could not keep pace with inflation
- Shortages of fuel and raw materials forced some factories to close in 1916. This increased unemployment and hardship. Food distribution to cities, especially Moscow and Petrograd were badly affected because of their remoteness from grain-growing areas
- By early 1917, food queues became common in Petrograd. Food and fuel shortages affected the morale of workers and led to an increase in strikes by late 1916

Any other valid point

[9]

Or

AVAILABLE  
MARKS

### The Downfall of the Provisional Government

- (i) Why did the weaknesses and mistakes of the Provisional Government lead to its downfall in October 1917?

#### Level 1 ([0]–[2])

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

#### Level 2 ([3]–[4])

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

#### Level 3 ([5]–[6])

Answers will be more detailed and accurate and address the reasons for the downfall of the Provisional Government in October 1917. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- The Provisional Government was a caretaker government until the election of a Constituent Assembly. It emerged from the 4th Duma and was inexperienced and had many internal weaknesses
- The Provisional Government supported Russia's continued involvement in World War One. This was unpopular. It did not improve the supply of food and weapons to the army. The June Offensive failed. There were 400,000 casualties, mass desertion and a breakdown in discipline
- The Provisional Government was concerned about the legality of land reform and issues of compensation. It postponed land reform until the election of the Constituent Assembly and the end of the war. By the autumn of 1917, there was a breakdown of law and order in the countryside and desertion from the army as peasants seized land from their landlords
- Economic problems continued. High inflation and unrest in factories led to a loss of support from the workers and the middle class
- The Provisional Government disbanded the Okhrana and released political prisoners which allowed revolutionary groups like the Bolsheviks to plot its overthrow. It allowed freedom of the press. The Bolsheviks set up Pravda and other papers to spread revolutionary ideas and gain support
- A major miscalculation was Kerensky's decision to release and arm the Red Guard to defend Petrograd against Kornilov's attempts to gain power in August 1917. As a result of the Kornilov Revolt the Bolshevik Red Guard was now armed and viewed as the saviours of Petrograd

Any other valid point

[6]

- (ii) How did the actions of Lenin and the Bolsheviks lead to the overthrow of the Provisional Government in October 1917?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address how the actions of Lenin and the Bolsheviks led to the overthrow of the Provisional Government with greater clarity. Spells, punctuates and uses the rules of grammar

with reasonable accuracy

Answers may refer to **some** of the following:

- The return of Lenin in April 1917 was very important. His April Theses: Peace, Bread and Land enabled the Bolsheviks to win support from soldiers, peasants and workers. The Bolsheviks were the only revolutionary group not to cooperate with the Provisional Government
- Lenin called for the overthrow of the Provisional Government and a Bolshevik take-over of the Soviets to achieve this. The Bolsheviks took control of the Soviets by September 1917. This was important to legalise their take-over of power
- The Bolsheviks exploited the Kornilov Revolt. This helped them recover from the humiliation of the July Days. They received weapons from the Provisional Government to defend the city. The Bolsheviks took the credit for saving Petrograd
- Trotsky was a brilliant planner and formed the Military Revolutionary Committee to organise details of the overthrow of the Provisional Government. He disciplined and trained the Red Guards and planned the take-over of key strategic buildings, e.g. bridges and the power station
- Lenin returned secretly from hiding in Finland and persuaded the Bolsheviks to seize power before the elections for the Constituent Assembly in November 1917. Lenin was vital in determining the timing of the revolution

Any other valid point

[9]

25

**5 (a) Target AO1:** Recall of knowledge

- (i) France (example)**
- (ii) Kronstadt** [1]
- (iii) Tambov** [1]
- (iv) Ekaterinburg** [1]
- (v) Greens** [1]

**(b) (i)** Give **one** reason why War Communism was introduced in Russia in 1918.

**Target AO1:** Recall of knowledge

- War Communism was introduced to ensure that the Red Army was supplied with weapons and the city workers and army were supplied with food
  - War Communism aimed to bring all industry under state control and was administered by the Vesenkha. It aimed to increase the power of the working class and reduce the influence of the middle class
- Any other valid point [2]

**(ii)** Describe **one** effect of War Communism on the lives of each of the following:

- Peasants
- Workers

**Target AO1:** Recall and select information to describe an issue studied

**Peasants**

- Peasants were forced to provide food to the government to feed workers and the Red Army. Cheka squads seized food from peasants who resisted by growing less food. Over 5 million died from famine between 1920 and 1921
- The unpopularity of War Communism by peasants is shown by the Tambov Rising in 1920

**Workers**

- All factories were nationalised in June 1918 and the Vesenkha was set up. This organised industrial production for the war effort. Workers lost control of running the factories and had to work long hours producing weapons for the Red Army. Managers were reinstated and harsh discipline imposed with the death penalty for strikes
- The rouble became worthless and there was rampant inflation. This forced people to barter in order to survive. Workers experienced great hardship and half the city workers left in search of food
- Industrial production fell by 70% during War Communism. Though the army was supplied, War Communism was very unpopular. Many workers in Petrograd joined the sailors in the Kronstadt Mutiny in March 1921

Any other valid point [4]

- (c) **Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain the cause and effect of an event studied

AVAILABLE  
MARKS

**Either**

**Bolshevik control and the Civil War**

- (i) Why did the Red Army win the Civil War?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be more detailed and accurate and address the reasons why the Red Army won the Civil War in Russia. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- The Reds controlled the central and western areas with the key cities of Moscow and Petrograd. This area had a coordinated railway network which made it easier to transport troops and supplies. The area controlled by the Whites was less developed and they faced problems in deploying supplies and soldiers
- The Reds were united by one aim – to preserve and spread a communist state. The Whites had divided aims, e.g. some wanted a return of the Tsar while others wanted a socialist revolution
- The Red Army was bigger with up to 5 million by 1921 while the White army was much smaller with  $\frac{1}{3}$  million
- Trotsky, the leader of the Red Army, was dynamic and ruthless and built up the Red Army into a formidable fighting force. The quality of the White generals was not as good and there was little cooperation between them
- The Red Terror in Bolshevik-controlled areas ensured that conscription levels were high and desertion levels low. Cheka squads enforced conscription; deserters were shot and over 50 000 former Tsarist officers were forced to lead the Red Army
- The Reds exploited the fact that the Whites received foreign help. They portrayed the Reds as patriots defending Russia whereas the Whites were helped by foreign armies and were thus less loyal

Any other valid point

[6]

- (ii) What actions did the Bolsheviks take to keep control of Russia from the October Revolution until the outbreak of the Civil War?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address how the Bolsheviks retained control of Russia after the October Revolution with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- The Bolsheviks gained only 175 seats in the elections for the Constituent Assembly held in November 1917. The SRs won 370 seats and would dominate the Constituent Assembly. The Bolsheviks had already set up the Sovnarkom which Lenin argued represented the will of the people. For Lenin this was the legitimate government and the election results were of little relevance. On 6th January 1918 Lenin used the Red Guard to close down the Constituent Assembly. This showed his ruthless determination to crush all opposition to Bolshevik rule
- The Land Decree in December 1917 legalised the peasants' seizure of land. The landed estates of the Tsar, the nobility and the Orthodox Church were divided up by committees of peasants. This went against the Bolshevik belief in state control of land but was popular with the peasants. It put into practice some of the key promises in the April Theses. State Capitalism gave workers control of factories and removed managers. Workers were given an 8 hour day
- The Bolsheviks set up the Cheka, the secret police, in December 1917. It used force against their political opponents. The Liberal and Kadet parties were banned. Opposition newspapers were closed down and anyone who spoke out against the Bolsheviks was arrested
- The Bolsheviks took Russia out of World War One, a key Bolshevik aim. In the treaty of Brest-Litovsk, March 1918, Russia lost Finland, the Baltic States, Poland and the Ukraine. Its severe terms shocked many Russians. Russia lost  $\frac{1}{6}$  of its population,  $\frac{1}{4}$  of its farmland and  $\frac{3}{4}$  of its coal and iron deposits. Russia also had to pay 3 billion roubles in compensation to Germany

Any other valid point

[9]

Or

AVAILABLE  
MARKS

## The New Economic Policy

- (i) Why was the New Economic Policy introduced by the Bolsheviks in 1921?

### Level 1 ([0]–[2])

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

### Level 2 ([3]–[4])

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

### Level 3 ([5]–[6])

Answers will be more detailed and accurate and address the reasons for the introduction of the New Economic Policy in 1921. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- The Bolsheviks wanted to restructure the Russian economy according to Marxist ideology but War Communism was unpopular in Russia by 1921. Workers had lost control of factories. There was strict discipline and long hours. High inflation led to increased hardship and many workers were forced to barter in order to survive
- Peasants disliked the forced requisition of grain. Between 1920 and 1921 a famine led to 5 million deaths
- Discontent increased in 1921 as the civil war was won and peasants and workers wanted their former positions restored. Workers and sailors in Petrograd were bitter that the soviets were being sidelined and the Bolshevik party becoming too powerful
- The Kronstadt Mutiny and the Tambov peasant rebellion in 1921 were major threats to the survival of the Bolsheviks. Lenin crushed both rebellions but realised that compromise was needed to enable the Bolsheviks to remain in power. The New Economic Policy reinstated capitalist elements in the economy. Lenin stated that the NEP meant “one step backwards, to take two steps forward”
- Under the NEP, private trade was legalised and private markets selling consumer goods, e.g. clothes and shoes were set up. Nepmen or private traders made large profits and controlled 75% of all trade by 1924

Any other valid point

[6]

- (ii) How did the New Economic Policy affect the lives of workers and peasants by 1924?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address how the New Economic Policy affected the lives of workers and peasants by 1924 with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

**Peasants**

- Quotas of food from peasants were reduced. Peasants had now to supply only 10% of their crops to the state. This encouraged an increase in production as peasants could sell excess food on the open market
- Some peasants called kulaks became rich and bought up land and animals and employed poorer peasants to work for them

**Workers**

- Large industries, e.g. coal and steel “the commanding heights” remained under state control. These industries employed 85% of workers in 1923. There was a big improvement in output of most industries by 1924, e.g. coal production doubled
- Small businesses employing less than 10 workers went back to private ownership
- Nepmen or small traders controlled private trade. Markets supplying consumer foods, e.g. shoes and clothes were controlled by Nepmen. Many made large profits

Any other valid point

[9]

25

6 (a) Target AO1: Recall of knowledge

- (i) Mexico (example)
- (ii) Gulags [1]
- (iii) Kirov [1]
- (iv) Purges [1]
- (v) NKVD [1]

(b) (i) Give **one** reason why Stalin introduced the Five Year Plans in 1928.

Target AO1: Recall of knowledge

- Industry was underdeveloped; only 20% of the population worked in industry
- Stalin wanted to modernise industry as he felt that Capitalist countries (the West) would invade Russia and overthrow communism. Stalin believed that it was essential to modernise to defend Russia: “either we modernise or they (the West) will crush us”
- The Five Year Plans were an opportunity for the Bolsheviks to impose communist principles on the economy. The NEP’s compromise with capitalism had been unpopular among many communists. Stalin, now firmly in power, saw this as an opportunity to achieve this
- Agriculture was inefficient and Stalin blamed the kulaks for hoarding food and charging high prices. He wanted to take the land from the kulaks, set up state farms, modernise farming and free millions of peasants to work in industry

Any other valid point [2]

(ii) Describe **two** effects of the Five Year Plans on Russia’s industry and the lives of workers by 1941.

Target AO1: Recall and select information to describe an issue studied

- The Russian economy was now centrally controlled. An organisation called Gosplan set targets for each region, factory and worker. New areas of Russia east of the Urals, e.g. Siberia were opened up and new cities built and industries developed
- Stalin set up a series of 5 Year Plans aimed at increasing production especially heavy industry: coal, iron and steel. Ambitious production targets were set for all sectors of the economy. The Stakhanovite Movement encouraged workers to achieve high production targets
- The USSR’s Gross National Product doubled between 1928 and 1941. Industrial production increased significantly, e.g. coal production increased from 29 million tons in 1928 to 168 million tons in 1941

- Most of those who took part in the Five Year Plans displayed high idealism and believed that they were creating a new socialist society. By 1939 the USSR had become an industrial society with 38% of the population working class. However, the quality of work was often below standard as most of the new work force mainly consisted of illiterate peasants. Women were encouraged to work in industry and 40% of all industrial workers were women in 1937
  - Working and living conditions were very primitive. 9 million kulaks were sent to labour camps and forced to work in terrible conditions, e.g. constructing the Kiel Canal
- Any other valid point [4]

(c) **Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain the cause and effect of an event studied

**Either**

**Collectivisation**

(i) Why did Stalin introduce Collectivisation of agriculture in 1929?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be more detailed and accurate and address the reasons why Stalin introduced Collectivisation in 1928. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- The NEP was a divisive issue in the Communist party. Stalin disliked the NEP and the influence of the kulaks who were accused of hoarding grain and causing shortages in the cities in 1928 and 1929
- Larger units of land could be farmed more effectively using machinery supplied by Machine Tractor Stations. This would increase production and make it easier to collect grain needed for the cities and for export
- Stalin wanted to modernise the Russian economy by a rapid process of industrialisation. Collectivisation would lead to modernisation of agriculture and free thousands of peasants to work in industries in the cities

Any other valid point [6]

- (ii) How did Collectivisation affect agriculture and the lives of peasants in the USSR by 1941?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address how Collectivisation affected agriculture and the lives of peasants by 1939 with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Individual farms were taken from the peasants and turned into state owned collective farms called kolkhoz, each comprising 50 to 100 households. 99% of farms were collectivised by 1939. Farmers on collective farms had to produce quotas of grain and food
- Collectivisation created turmoil and a high human cost as kulaks resisted enforced collectivisation. They killed livestock and refused to plant crops. Over 2.5 million kulaks were killed or sent to labour camps to work on projects linked to the Five Year Plans. Conditions were terrible and there was a high death rate. In the Ukraine up to 5 million died of famine between 1932 and 1934
- Agricultural production remained low and did not reach 1928 levels until World War Two. State procurement of grain did increase, enabling the state to feed the growing industrial workforce and buy equipment abroad

Any other valid point [9]

**Or**

**Stalin's rise to power and relations with Germany**

- (i) Why did relations between the USSR and Germany change between 1939 and 1941?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be more detailed and accurate and address the reasons for changes in relations with Germany between 1939 and 1941. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Before August 1939 relations between the USSR and Germany were poor. The Nazi-Soviet Pact, August 1939, was a cynical agreement between Germany and the USSR to prevent war on two fronts for Germany. Stalin and Hitler were not sincere. Stalin hated Nazism and Hitler regarded the Russians as inferior and the USSR was a key target for lebensraum
- The Pact meant that the USSR did not enter World War Two in 1939. The USSR gained Eastern Poland and influence over the Baltic States. Up to June 1941 Germany expanded in Western Europe and North Africa. Stalin made no effort to help Britain and France in their desperate struggle against Germany. Stalin appeared to believe that Germany would not invade USSR
- In 1938 and 1939 Stalin had killed most of the army, navy and air force leaders in the Great Terror. Russia's armed forces were badly prepared if Germany invaded.
- In June 1941 Hitler launched Operation Barbarossa, a German invasion of USSR on a massive scale. By November 1941 the German armies reached the outskirts of Moscow and Leningrad. Stalin ordered the removal of factories and industrial equipment east of the Urals. The breakdown in the supply line and lack of readiness for the severe Russian winter forced a German withdrawal
- Then in December 1941 the USSR formed the Grand Alliance with Britain and the USA against Nazi Germany in World War Two

Any other valid point

[6]

- (ii) How and why did Stalin gain control of the USSR by 1929?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address the actions taken by Stalin to gain control of the USSR by 1929 with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Trotsky was the favourite to succeed Lenin. However, Trotsky's mistakes and misjudgements were significant. 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 prevented the publication of Lenin's will which contained criticism of Stalin and his suitability as leader

- Stalin used his position as General Secretary to control appointments and build up a power base of loyal supporters within the party. Trotsky's arrogant personality meant that he failed to build up a power base in the Bolshevik Party. Many Bolsheviks distrusted him because of his Menshevik and Jewish background
- Stalin outmanoeuvred his rivals in the Politburo exploiting personal jealousies, character weaknesses and issues such as "communism in one country". In 1927 the left-wing group of Trotsky, Kamenev and Zinoviev were defeated on this issue and expelled from the Politburo. In 1929 Stalin outmanoeuvred the right-wing group led by Bukharin over the NEP and removed them from the Politburo. By 1929 Stalin was the unchallenged leader of the USSR

Any other valid point

[9]

AVAILABLE  
MARKS

25

**Key Issue:** 1920s America

7 (a) **Target AO1:** Recall of knowledge

- (i) **Ghettos (example)**
- (ii) KKK [1]
- (iii) Clara Bow [1]
- (iv) Lynching [1]
- (v) Rudolph Valentino [1]

(b) (i) Give **one** reason why some Americans opposed jazz music in the 1920s.

**Target AO1:** Recall of knowledge

- Jazz music was played by Black musicians. Those WASPs who regarded Black Americans as second-class citizens disapproved
  - Jazz music was linked to rhythmic dances like the Charleston and Black Bottom. Conservative and religious groups condemned these as immoral and corrupting the young
- Any other valid point [2]

(ii) Give **two** effects of the cinema on lifestyle in the US in the 1920s.

**Target AO1:** Recall and select information to describe an issue studied

- The cinema became an important new element of social life. There were 100 million visits each week to the cinema in the 1920s
  - Hollywood in Los Angeles became the centre of the USA film industry and the star system. Silent movies dominated the output of the film industry in the 1920s. The Hays Code in 1928 tried to ensure that films were of a suitable moral quality
  - Film stars became important, e.g. Rudolf Valentino and Clara Bow. Young people wanted to imitate their lifestyle, e.g. fashion and make-up
- Any other valid point [4]

(c) **Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain the cause and effect of an event studied

**Either**

**Prohibition**

- (i) Why did some Americans support and some oppose the introduction of Prohibition in 1920?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spelling, punctuation and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be more detailed and accurate and address the reasons for differing attitudes towards the introduction of Prohibition. Spelling, punctuation and uses the rules of grammar with reasonable accuracy. Answers may refer to **some** of the following:

**Supporters of Prohibition**

- Many in the Southern States believed that alcohol caused social problems and damaged family life. They set up the Anti Saloon League and the Women's Christian and Temperance Union. These pressure groups campaigned for the banning of alcohol and welcomed Prohibition
- Many Fundamentalist Christian leaders, e.g. Billy Sunday preached that alcohol was sinful and the cause of crime
- The brewing industry in USA was controlled by Germans. Prohibition was welcomed by some Americans as a way of showing patriotism against immigrant groups especially Germany, the USA's enemy in World War One
- Reports that alcohol caused liver and heart disease and was harmful to pregnant women convinced others to support Prohibition

Any other valid point

**Opposition to Prohibition**

- Saloon owners and brewers opposed Prohibition. It meant the loss of their businesses and their livelihoods
- Non WASPs resented the loss of freedom of choice to buy alcohol. They believed that in a democracy they should have freedom to decide whether or not to drink alcohol
- Many immigrants used alcohol with meals and as an important aspect of social life. Immigrants, e.g. Germans and Italians controlled the brewing and wine trades. Thus many immigrant groups opposed the introduction of Prohibition in 1920
- The 1920s was a decade of social change especially among the young. It was the decade of the cinema and jazz music. Many young people, e.g. the Flappers were rebelling against the constraints of their parents. Drinking alcohol became linked to this protest

Any other valid point

[6]

- (ii) What were the effects of Prohibition on life in the USA in the 1920s?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spelling, punctuation and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spelling, punctuation and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address the effects of Prohibition on life in the USA in the 1920s with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Prohibition meant breweries and saloons closed down. This caused unemployment for many and the loss of an important market for cereal farmers
- The law was resented outside the Southern States and ways were found to get illegal alcohol. Moonshine, home-made alcohol of variable quality was widely made
- Speakeasies or illegal bars were set up. There were 20,000 speakeasies in New York in 1930
- Bootlegging or smuggling alcohol from Canada or on ships called rum runners from the West Indies was widespread and profitable
- Gangsters took the place of legal alcohol makers. The Mafia controlled the supply and distribution of illegal alcohol
- Corruption and violence increased as police and prohibition agents accepted bribes. Many politicians and judges were in the pay of the Mafia. Violence increased, e.g. the Mafia was responsible for 400 deaths, especially the St Valentine's Day Massacre in Chicago in 1929

Any other valid point

[9]

Or

**The Economic Boom**

- (i) Why did the USA experience an economic boom in the 1920s?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be more detailed and accurate and address the reasons for the economic boom in the USA in the 1920s. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- World War One damaged and weakened Europe. The USA had supplied Europe with food and goods and had taken over Europe's overseas markets. The USA had a wide range of natural resources, especially oil. This allowed the American economy to expand in the 1920s

- In the 1920s, the USA pioneered the development of a range of technological innovations, e.g. chemicals, plastics and synthetic materials like nylon. These helped modernise industries and develop new ones. The development of electricity was vital to the USA's economic growth in the 1920s
- Cars and new consumer goods for example, refrigerators, vacuum cleaners, radios and cars created thousands of jobs and changed lifestyle in the 1920s. These industries used new mass-production techniques based on the assembly line
- The boom was sustained by mass-marketing techniques, e.g. advertising and mail order companies. The availability of credit encouraged demand as it allowed people to pay in instalments
- Americans were confident and willing to invest in new industries which sustained the boom. The Republican Party was in power in the 1920s. Republican presidents lowered taxes and didn't interfere in business. They put tariffs on imported goods in order to protect American companies

Any other valid point [6]

(ii) How did the economic boom affect the lives of Americans in the 1920s?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address the effects of the economic boom on life in the USA in the 1920s with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- New industries, e.g. cars, consumer goods and chemicals, all based on electrical power, became very important in the USA in the 1920s. These created thousands of new job opportunities
- The lives of Americans were improved by the purchase of a wide range of consumer goods. Consumer goods were worth \$7 billion each year. Over 30% of households had vacuum cleaners and 24% had washing machines. Electrical water heaters gave instant hot water. Overall the lives of women benefited most from using these labour-saving household appliances
- The motor car industry was a major part of the economic boom of the 1920s. By 1929, over 26 million cars were produced. The car increased social mobility and enabled people to travel to work and visit family and friends. It encouraged the development of suburbs and house building on the outskirts of most towns.

- The car also created traffic congestion, accidents and pollution. Older people criticised the car for providing opportunities for sexual freedom, thereby causing a moral decline in young people  
Any other valid point [9]

**AVAILABLE  
MARKS**

25

8 (a) Target AO1: Recall of knowledge

- (i) Hawley-Smoot Act (example)
- (ii) Laissez-faire [1]
- (iii) Sharecroppers [1]
- (iv) Overproduction [1]
- (v) The Bonus Army [1]

(b) (i) Give **one** reason why farmers in the Midwest experienced problems in the 1930s.

Target AO1: Recall of knowledge

- Farmers in the Midwest had missed out on the economic boom of the 1920s as grain and meat prices continued to fall. The price of wheat decreased from 103c per ton in 1929 to 38c per ton in 1933. The Midwest was a cereal-growing area. Many farmers had borrowed heavily from banks in order to purchase new machinery. By 1932 over 40% of all farms were mortgaged to banks due to debt
- In the Midwest the position of farmers was worsened by the Dust Bowl in which 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
- Many farm labourers in the Midwest lost their jobs and experienced severe hardship. At the same time 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

Any other valid point [2]

(ii) Describe **two** effects of the Depression on the lives of the unemployed in the 1930s.

Target AO1: Recall and select information to describe an issue studied

- 25% of the workforce was unemployed by 1933. There was no unemployment benefit and the unemployed endured great hardship during the Depression. People had to queue in breadlines for free bread and soup from private charities. Thousands went hungry and  $\frac{1}{3}$  of all children in New York were malnourished
- Thousands of unemployed who could not pay their rent or mortgage were evicted. They moved to shanty towns consisting of cardboard and tin huts, sarcastically called Hoovervilles situated at the edge of most cities
- Many unemployed tramped the streets looking for work. 2 million hobos travelled illegally on freight trains all over the USA in search of seasonal work. Some tried to make a living by selling coal and apples. There were 6,000 apple sellers in New York in 1932. Some resorted to petty crime, begging and even prostitution

Any other valid point [4]

- (c) **Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain the cause and effect of an event studied

**Either**

**The Wall Street Crash**

- (i) Why did the Wall Street Crash take place in October 1929?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be more detailed and accurate and address the reasons for the Wall Street Crash in October 1929. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- There were weaknesses in the American economy in the 1920s. There was an over reliance on cars and consumers goods which led to problems of overproduction by 1929. The unequal division of wealth meant that there were too few people in the USA with money to buy these goods. Tariffs reduced export markets and prevented American goods being sold overseas
- A share-buying craze from 1927 to 1929 led to millions of speculators buying shares “on the margin” on the Wall Street Stock Exchange in New York. 90% of the share value was borrowed from the banks. There was little regulation of the banking or share-buying system. This created overconfidence that the economic boom of the 1920s would continue
- By October 1929 sales of cars and consumer goods had slowed down. Investors realised that company profits could not match the share price. Investors panicked when the share prices began to fall. A vicious cycle of panic selling began on 24th October, reaching a peak on 29th October when 16 million shares were sold

Any other valid point

[6]

- (ii) How did the Wall Street Crash lead to a collapse in the American economy by 1932?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address how the Wall Street Crash led to the collapse of the American economy by 1932 with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following

- The Wall Street Crash triggered a downward spiral which saw profits falling and workers being made unemployed. The unemployed received no government help. This led to a further drop in demand for goods which in turn increased unemployment. This downward spiral of economic depression continued until 1932
- By 1932 over 100,000 American firms had closed down. Firms making cars and consumer goods were the worst affected. The production of cars declined by 80%
- By 1932 over 13 million Americans were unemployed – about 25% of the workforce. In some cities the figure was 75%
- Nearly 5,000 banks closed down and savers lost all their savings. Banks refused to lend money to companies to invest. The closure of banks dealt a blow to the confidence of Americans

Any other valid point

[9]

**Or**

**Hoover and the Depression**

- (i) Why did Roosevelt defeat Hoover in the election for President in 1932?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be more detailed and accurate and address the reasons for the defeat of Hoover in the election of 1932. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Roosevelt, the Democrat candidate promised “Action and Action Now”. He promised a New Deal and offered hope to the American people. He promised a programme that would provide the 3Rs (Relief, Recovery and Reform)

- Roosevelt conducted a positive energetic campaign. He was a good speaker and travelled through many states and met people suffering from the effects of the Depression. He had been Governor of New York and helped the poor there during the Depression
- Most Americans were disillusioned by President Hoover's lack of success in dealing with the effects of the Depression. Hoover's slogan "prosperity is just around the corner" rang hollow by 1932. Shanty towns were sarcastically called "Hoovervilles". Hoover's election campaign was negative. He was seen as a remote figure and won only 6 states out of 50 in the 1932 election

Any other valid point [6]

- (ii) How did Hoover deal with the effects of the Depression on industry and the unemployed?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address how Hoover dealt with the effects of the Depression on industry and the lives of the unemployed with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Hoover tried traditional Republican approaches. He tried to balance the budget by cutting government spending as the amount raised in taxes had fallen. He believed in voluntary agreements between employers and workers to limit unemployment. Unemployment, however, increased from 1.5 million in 1929 to 13 million in 1932
- Hoover increased tariffs on imports by 50% in the Hawley-Smoot Act, 1930. This led to a further decline in world trade
- He set up the Farm Board to help farmers but its budget of \$500 million did little to stop the decline in prices
- In 1931 Hoover spent \$423 million on a building programme that provided jobs, e.g. the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment
- Hoover's most important action was to set up the Reconstruction Finance Corporation [RFC] in 1932 which lent \$1,500 million to state governments to give loans to industry, railway companies and banks to prevent further closures. This was seen as too little too late and a desperate ploy to win support in the presidential election

Any other valid point [9]

25

9 (a) Target AO1: Recall of knowledge

- (i) Emergency Banking Act (example)
- (ii) Beer Act [1]
- (iii) Civilian Works Administration [1]
- (iv) Fireside Chats [1]
- (v) Relief, Recovery and Reform [1]

(b) (i) Give **one** reason why unemployment in the USA decreased rapidly after 1939.

Target AO1: Recall of knowledge

- The USA did not enter World War Two until December 1941. However, after 1939 the USA moved away from isolationism. The USA sold military equipment to Britain through the Cash and Carry Scheme and the Lend Lease Scheme. This boosted the economy
- In January 1939 Congress gave over \$500 million to help Roosevelt strengthen America's defences. Roosevelt thought that the way to win a modern war was to out produce the enemy. In 1940 Congress granted \$10.5 billion for defence. This increased federal government investment was vital in reducing unemployment
- By 1943 the USA had produced 86 000 planes. This led to the creation of thousands of jobs in the defence industry making weapons, tanks and planes. Unemployment fell from 9.5 million in 1939 to 5.5 million by 1941. By 1943 this fell to only 1 million
- Conscription was introduced in September 1940 and was important in reducing the level of unemployment which had remained high throughout the 1930s

Any other valid point [2]

(ii) Give **two** actions taken by the Civilian Conservation Corps to improve conditions in the USA in the 1930s.

Target AO1: Recall and select information to describe an issue studied

- The Civilian Conservation Corps aimed to provide work for over 2 million single unemployed men under 25. These men were unskilled. Many were hobos or lived in Hoovervilles. They lived in work camps and received \$1 per day and free food. The CCC aimed to give unemployed young men a sense of purpose and improved self-confidence. The CCC aimed to teach work skills which would make it easier to get jobs afterwards
- The CCC improved the environment. Over 200 million trees were planted to stop soil erosion. CCC projects also included building reservoirs, clearing beaches and restoring historic battlefields

Any other valid point [4]

- (c) **Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain the cause and effect of an event studied

AVAILABLE  
MARKS

**Either**

**Opposition to the New Deal**

- (i) Why did some groups in the USA oppose the New Deal?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be more detailed and accurate and address the reasons why some groups in the USA opposed the New Deal. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Many groups in the USA opposed Roosevelt’s New Deal. These groups spanned a wide range of opinion and motive. Republicans, Big Business and the Supreme Court put forward economic and ideological reasons why Roosevelt’s actions were too radical. Left wing groups, mainly in the Democratic Party believed that Roosevelt was not doing enough to tackle the social and economic effects of the Depression
- The Republican Party and Big Business believed in low taxation and opposed the New Deal because they objected to the higher taxes needed to fund the New Deal which cost \$17 billion by 1939. The Republican Party objected to some of the job-creation agencies being a waste of tax payers’ money
- The Republican Party believed in little government interference in the economy. The level of federal government interference would reduce traditional American values of Rugged Individualism. The Republicans objected to the Social Security Act which it argued would make workers lazy and increase the burden on the government
- The Supreme Court was the Guardian of the Constitution. Most of its 9 judges were Republican. They believed that the federal government and the president were exceeding their powers in the New Deal agencies. The Supreme Court caused problems by declaring 11 of Roosevelt’s New Deal agencies unconstitutional
- Huey Long was disappointed at the failure of the New Deal to help the poor. He put forward a more radical “Share Our Wealth” scheme that would take money from the banks and millionaires and distribute it among the poor

- Dr Townsend wanted improved pensions for the elderly who suffered during the Depression. He wanted an old age pension of \$200 per month funded by federal government from a tax on goods sold

Any other valid point [6]

- (ii) How did some groups in the USA oppose Roosevelt's New Deal between 1933 and 1939?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address the methods used to oppose the New Deal with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- The Republicans opposed Roosevelt in elections for the President and Congress. In 1936, over 16 million voted for the Republicans in the presidential election. They claimed that Roosevelt was acting like a dictator and wasting tax payers' money
- The Supreme Court caused major problems for Roosevelt. In 1935 the Supreme Court ruled in the Sick Chickens Case that the NRA had no right to interfere in the New York poultry trade by fining the Schechter Brothers. This was a matter for the state government of New York. As a result 750 cases had to be scrapped
- In 1936 the Supreme Court ruled that the actions of the AAA were illegal as only state governments could give financial help to farmers to kill animals and destroy crops. Direct financial payments from the federal government to farmers had been a key aspect of the work of the AAA
- After the 1936 presidential election Roosevelt asked Congress to give him power to appoint 6 new Supreme Court judges. Roosevelt's attempt to pack the Supreme Court with Democrats was unpopular and was defeated. However, Roosevelt's threat to the Supreme Court ended their actions against the New Deal. Many older judges retired and the new appointees were less hostile. Most of the rejected codes of the NRA were accepted later, e.g. the Soil Conservation Act contained the main aspects of the AAA
- Businessmen disliked reforms such as the 8 hour day, the minimum wage and the end of child labour in the coal mines. Business leaders resented support for the trade unions in the Wagner Act. Business leaders like Henry Ford viewed trade unions as agents of communism and used force against trade unionists in his car factories. In 1934 and 1935 there were a number of bitter industrial disputes and strikes were often broken up violently. In 1934

business leaders formed the Liberty League to oppose Roosevelt and the New Deal

- Fr Charles Coughlin, a Catholic priest used his sermons and radio broadcasts to criticise Roosevelt's New Deal. He won much support for radical plans to nationalise banks and introduce a minimum wage
- Dr Townsend criticised Roosevelt's failure to help the old. He set up Townsend Clubs all over the USA calling for an old age pension of \$200 per month
- Roosevelt's most dangerous opponent within the Democratic Party was Senator Huey Long. He wanted to replace Roosevelt as the party's candidate in the 1936 election. He gained much popularity with his radical "Share Our Wealth" scheme. There was criticism of the slowness of Roosevelt's New Deal to reduce unemployment which was 20% in 1935

Any other valid point

[9]

**Or**

### **The New Deal: Industry and Agriculture**

- (i) Why did employers and workers in the USA differ in their views on Roosevelt's New Deal agencies?

#### **Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

#### **Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the issue. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

#### **Level 3 ([5]–[6])**

Answers will be more detailed and accurate and address the reasons why employers and workers differed in their views on the New Deal. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- The unemployed welcomed the Works Progress Administration and the Public Works Administration, the two New Deal agencies set up to reduce unemployment. There were 13 million unemployed in 1933 and industrial production had fallen by 50%. Roosevelt had promised that reducing unemployment was a central aim of the New Deal
- The PWA provided work schemes for skilled workers, e.g. electricians and engineers. It was led by Harold Ickes and spent \$7 billion on public work schemes between 1933 and 1939. It built 70% of American schools and 35% of American hospitals. The WPA led by Harold Hopkins provided over 2 million jobs each year. It had a much wider range of projects, e.g. work for photographers, actors and painters

- The PWA and the WPA provided employment schemes and gave the unemployed skills and self-confidence. They also provided an improved infrastructure as hospitals, schools and communications improved overall quality of life
- The WPA was criticised for creating “Boondoggles” or jobs of limited economic value. Employers criticised the expense of the job-creation agencies which cost \$17 billion. Employers disliked the increases in taxation and increased federal government interference in the economy
- Workers welcomed the National Recovery Administration which aimed to improve workers’ conditions and rights. It aimed to improve cooperation between management and workers. The NRA codes established a minimum wage and banned child labour. 16 million workers were helped by the NRA
- The Wagner Act in 1935 legalised trade unions and gave them rights to negotiate wages and conditions with employers. Union membership increased from 3 to 10 million during the New Deal
- The Social Security Act in 1935 established unemployment benefit funded by a tax on employers. The federal government took direct responsibility for meeting the basic needs of its people. Widows, the sick and the elderly welcomed federal government help
- Big Business was hostile to the Wagner Act and the Social Security Act. Businessmen and employers disliked Roosevelt’s support for trade unions and having to pay social security contributions for their employees. They argued that it destroyed Rugged Individualism and encouraged people to depend on the state. They set up the Liberty League to unsuccessfully oppose Roosevelt in the 1936 election for president

Any other valid point [6]

- (ii) How did the New Deal agencies help agriculture and the problems faced by farmers and sharecroppers in the 1930s?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more detailed with an attempt to analyse the consequences of an event. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address how the New Deal helped agriculture and affected the lives of farmers and sharecroppers with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Farmers had experienced low prices and a fall in profits during the 1920s and the Depression. National agricultural income fell from \$22 billion in 1920 to \$7 billion in 1932. The AAA [Agricultural Adjustment Administration] gave grants to farmers to grow less. There was a reduction of 18 million acres in cotton and wheat and 6 million pigs were killed. Quotas were set for production of most crops and farmers received money from the federal government to cut food production. As a result farm prices increased by 66% by 1936 and farm debt fell by \$1 billion
- Federal government money was also given to modernise farming methods, e.g. in purchasing fertilisers and new machinery. This, however, led to increased hardship and unemployment for farm labourers and share croppers
- The CCC [Civilian Conservation Corps] provided work for unemployed young men. The CCC helped set up conservation projects, e.g. planting trees and digging canals which brought long-term benefits to farming and the environment
- The TVA [Tennessee Valley Authority] helped one of the poorest areas that had suffered from soil erosion through flooding. A wide area covering 7 states was regenerated through the TVA
- The New Deal did little to help farmers in the Mid-West who were forced to migrate because of the Dust Bowl. Some families received resettlement grants but for many it was too late. Little help was given to share croppers and farm labourers during the Depression

Any other valid point

[9]

**Section A**

**AVAILABLE  
MARKS**

25

**50**

## Section B

AVAILABLE  
MARKS

(Answer **two** questions from Part B1 or B2)

### **B1: Peace, War and Neutrality: Britain, Northern Ireland and Ireland and the Second World War c1932–c1949**

**Key Issue:** Anglo-Irish relationships before World War Two

**10 (a) Target AO1a:** Recall of knowledge

- (i) **Cobh (example)**
- (ii) Lord Craigavon [1]
- (iii) Douglas Hyde [1]
- (iv) Stormont [1]
- (v) Dail Eireann [1]

**(b) (i)** Give **one** reason for the outbreak of the Economic War between Eire and Britain.

**Target AO1:** Recall of knowledge

Any **one** reason from the following:

- De Valera ceased payment of land annuities
  - Britain was angry that these annuities were worth £5m per year
  - Britain retaliated by placing duties on Irish imports
  - Eire responded by imposing duties on UK products
- Any other valid point [2]

**(ii)** Describe **two** results of the end of the Economic War in 1938.

**Target AO1:** Recall and select knowledge to describe an event studied

Any **two** of the following:

- The Anglo-Irish Agreement of 1938 ended the trade war between Britain and Eire
  - Eire would pay Britain a lump sum of £10 million
  - Britain would return all three Treaty Ports
  - Britain refused to end partition in return for a defence agreement with Eire
- Any other valid point [4]

**(c) Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain an event studied

**Either**

**The years leading up to the outbreak of World War Two**

**(i)** Why did Britain follow a policy of appeasement towards Hitler in the 1930s?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue of appeasement. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain the origins of appeasement. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be more detailed about the reasons for appeasement. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Sympathy for Germany after the Versailles Treaty
- Economic problems made war unattractive
- Appeasement would buy time for rearming
- Lack of faith in the League of Nations to maintain peace
- Anti-war feeling after 1918
- Fear of communist Russia, and the belief that Britain should be on good terms with Germany

Any other valid point

[6]

- (ii) How did Britain and Northern Ireland prepare for war from 1938 onwards?

**Level 1 ([0]–[3])**

Answers will be vague with little attempt to address the issues. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed and address the way in which Britain and Northern Ireland prepared for war. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address the main issues. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Began production of anti-aircraft shells in 1938
- Passed special legislation to prepare for war, e.g. Air Raid Precaution Act
- By August 1939, trenches had been dug and gas masks tested
- Large orders placed for service uniforms, tent and bedding material
- There was complacency, based on the belief that Northern Ireland was too far away to be targeted by air attack
- April 1939 conscription introduced in Britain
- Reorganisation of the RAF
- Evacuation plans made
- Increase in size of Royal Navy

Any other valid point

[9]

Or

## The Declaration of War

(i) Why did Britain declare war on Germany in 1939?

### Level 1 ([0]–[2])

Answers will be vague and generalised. Spells, punctuates and uses the rules of grammar with limited accuracy

### Level 2 ([3]–[4])

Answers will be more detailed and attempt to explain Britain's declaration of war on Germany. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

### Level 3 ([5]–[6])

Answers will be more detailed and address the reasons for the declaration of war. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Appeasement could no longer continue
- Hitler had made a promise at Munich about his territorial ambitions. His entry into Prague in March 1939 rejected the Munich agreement
- His claims on Danzig would have to be met by action
- Britain and France issue the Polish Guarantee
- The Nazi-Soviet Pact meant that Hitler could invade Poland
- His refusal to accept Britain's warnings were for real left Chamberlain no option to formally declare war two days after German troops had crossed the Polish border

Any other valid point

[6]

(ii) How did Northern Ireland and Eire respond to the outbreak of war in 1939?

### Level 1 ([0]–[3])

Answers will be generalised and lack detail. Spells, punctuates and uses the rules of grammar with limited accuracy

### Level 2 ([4]–[6])

Answers will be more developed and address the question. Spells, punctuates and uses the rules of grammar with some accuracy

### Level 3 ([7]–[9])

Answers will be accurate and detailed, and address the main issues in the question. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Reference may be made to **some** of the following:

#### Northern Ireland

- Craig declared immediate support for Britain on 3 September 1939
- Craig informed London that Northern Ireland would use all its resources fully to assist in the war effort
- There was a feeling of calm and apathy in Northern Ireland once war was declared
- Smuggling increased along the border

- There were few signs of enlistment in the Army
- Defence contracts led to the creation of employment in munitions production

**Eire**

- Neutrality was declared. Eire became the only British dominion to adopt a state of neutrality
- Eire passed emergency legislation to deal with the war effort, e.g. Emergency Powers orders, which enabled the government to take whatever action it needed for the security of the state during the war
- De Valera agreed to the appointment of a British representative to Dublin, in order to clear up any misunderstandings with London

Any other valid point.

[9]

AVAILABLE  
MARKS

25

**11 (a) Target AO1:** Recall of knowledge

- (i) **Local Defence Volunteers (example)**
- (ii) Rationing [1]
- (iii) Castle Archdale [1]
- (iv) Hitler [1]
- (v) Internment [1]

- (b) (i) Give **one** example of how Eire followed a policy of neutrality during World War Two

**Target AO1:** Recall of knowledge

Any **one** of the following:

- Eire refused military help to either side
- Eire denied the Allies use of Irish ports/airfields
- Weather reports not broadcast in case it helped either side
- In 1945 De Valera visited both German and US embassies to offer condolences on the deaths of Hitler and Roosevelt

Any other valid point [2]

- (ii) Describe **one** way in which each of the following in Northern Ireland helped the British war effort

**Target AO1:** Recall and select knowledge to describe an event studied

Any **two** of the following:

**Naval bases**

- Derry/Londonderry held the key to the victory in the battle of the Atlantic, as it was the most westerly base for the repair and refuelling of ships
- Derry/Londonderry was host to 40 000 service men and women, and provided accommodation for US and British naval vessels

**Air bases**

- Air bases at Long Kesh, Aldergrove, Limavady and Castle Archdale were used as RAF Coastal Command. They were vital in the U-boat war
- By 1943, RAF Coastal Command had destroyed 84 U-boats, of which 18 were sunk by aircraft based in Northern Ireland [4]

Any other valid point

- (c) **Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain an event studied.

**Either**

**Preparations for War**

- (i) Why did some people support, and others oppose, the introduction of conscription in Northern Ireland?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little reference to the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain attitudes to conscription. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers may be more detailed. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Attitudes to conscription were divided along religious and political lines
- Unionists supported conscription from the time of its introduction in Britain in April 1939. Unionists said that since Northern Ireland was part of the UK, then conscription should be similarly introduced
- Nationalists opposed conscription, believing that participation in the war effort should be voluntary
- Most Nationalists resented being forced to fight in a British war effort
- When Craigavon visited Chamberlain in London to urge the introduction of conscription, he was informed that it would not be extended to Northern Ireland because of “special difficulties”
- A Churchill plan in 1941 for conscription was backed by Stormont but blocked by the British cabinet
- In May 1941, there were large Nationalist protests in Belfast against plans to introduce conscription

Any other valid point [6]

- (ii) How did Britain and Northern Ireland prepare to defend themselves against invasion?

**Level 1 ([0]–[3])**

Answers will be vague and generalised. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed on the issues of defence against invasion. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be more detailed and address the main issues. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

**Britain**

- RAF was used to control the skies
- RAF won the Battle of Britain, which meant Britain was secure from invasion
- Gas masks were issued to the civilian population
- The organisation of Air Raid Protection

- The Royal Navy began a blockade of the North Sea, and patrolled the Channel
- Production of fighter aircraft increased
- Home Guard was formed

#### Northern Ireland

- Blackout orders introduced
- After August 1939 travel was restricted, trenches were dug and gas masks issued
- ARP organised

Any other valid point [9]

Or

#### Experiences of War

- (i) Explain the effects of World War Two on the lives of people in Eire.

##### Level 1 ([0]–[2])

Answers will be vague and generalised with little focus on the issues. Spells, punctuates and uses the rules of grammar with limited accuracy

##### Level 2 ([3]–[4])

Answers will be more developed and attempt to explain the issues. Spells, punctuates and uses the rules of grammar with some accuracy

##### Level 3 ([5]–[6])

Answers will be more detailed. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Eire government introduced the Emergency Powers Act on 3 September, 1939, which gave it special powers to run the country in what became known as “The Emergency”
- The Eire army increased, supported by a local defence force, the LDV
- Over 100 000 Irish citizens worked in British munitions factories
- Thousands of Eire citizens joined the British army, navy and airforce
- The IRA carried out bomb attacks in sympathy with Germany, so the Eire government interned 50 IRA members in December 1939
- There was severe rationing in Eire, due to the fact that Eire relied heavily on UK ships to bring in supplies. Since the UK was short of ships due to the war effort, the UK was in no mood to use their own ships to bring food to neutral Eire
- German aircraft bombed Dublin in 1941, killing 28 people, injuring 90 and damaging 300 houses
- There was an increase in cross-border smuggling
- Many servicemen and better-off northerners crossed into Eire for entertainment and nights out

[6]

- (ii) How did World War Two affect the lives of people in Northern Ireland?

##### Level 1 ([0]–[3])

Answers will be vague and generalised. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed and address the issues in the question. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be more accurate and detailed. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- People were affected by rationing of food. Sugar, tea and imported fruit became scarce
- People in Northern Ireland had more food available than in the rest of the UK, e.g. vegetables, bacon and pork were not rationed
- As a result of the blackout, people could not show lights from their windows. Cars and bicycles had to use dim lights
- Fuel shortages meant that only military vehicles and essential users had a petrol ration
- Petrol rationing increased railway traffic, since coal was more plentiful than petrol
- Rationing saw an increase in cross-border smuggling
- By 1944, there were 300,000 allied soldiers in Northern Ireland, which led to occasional friction between locals and soldiers.
- Thousands of people were employed in Harland and Wolff and Shorts. People also worked in the linen industry and engineering firms producing armaments, uniforms, etc.

Any other valid point

[9]

25

12 (a) Target AO1: Recall of knowledge

- (i) Sir Basil Brooke (example) [1]
- (ii) Winston Churchill [1]
- (iii) National Health Service [1]
- (iv) Education Act [1]
- (v) Lord Beveridge [1]

- (b) (i) Give **one** reason why some people in Northern Ireland opposed the introduction of the Welfare State.

**Target AO1:** Recall of knowledge

Any **one** of the following:

- Middle classes and upper classes were concerned about the prospect of increased taxes;
- Doctors were concerned that they would lose professional independence;
- Some Unionist politicians believed that the government of Northern Ireland would have to pay the bill;
- Some Unionists disliked the links with socialism and the Labour Party

Any other valid point [2]

- (ii) Give **two** ways in which living standards in Eire differed from those in Northern Ireland between 1945 and 1949.

**Target AO1:** recall and select knowledge to describe an event studied

Any **two** of the following:

- Northern Ireland had a Housing Trust to build the badly needed homes;
- Building materials were in short supply in Eire and the housing shortage continued;
- The National Health Service in the North contrasted with the private medical care in Eire;
- The Welfare State and its benefits contrasted with the lack of welfare benefit in Eire;
- Eire suffered a severe economic depression after the war and emigration rates remained high

Any other valid point [4]

- (c) Target AO1: Recall, select, organise and deploy knowledge to analyse and explain an event studied.

**Either**

**The Welfare State**

- (i) Why did people in Britain and Northern Ireland support the introduction of the Welfare State?

**Level 1 ([0]–[2])**

Answers will be vague and generalised. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to address the question. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate and address the issues raised. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

**Northern Ireland**

- Nationalists supported the Welfare State because of the social and health problems that they had encountered
- Nationalists were happy to endorse a welfare plan from a Labour government, which they regarded as more sympathetic to their political views
- Many people in Northern Ireland welcomed the opportunity for improvement in housing, e.g. in 1944 it was revealed that 100 000 new houses were urgently needed, 43 000 others were classed as unfit to live in, while the Blitz had damaged over 50 000 more houses

**Britain**

- Both the Conservatives and Labour believed that urgent post-war social reform was needed
- The war had revealed serious social problems, such as the need for educational change
- There were many health problems to be resolved, e.g. TB, polio
- Too many people could not afford to pay for medical treatment, while there was a lack of family allowances and benefits

Any other valid point

[6]

- (ii) How did the Welfare State change the lives of people in Britain and Northern Ireland?

**Level 1 ([0]–[3])**

Answers will be vague and generalised. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be accurate and detailed. Spell, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed on the effects of the Welfare State on the lives of people in Britain and Northern Ireland. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers will refer to **some** of the following:

- A focus on health, e.g. family allowances, free medical treatment
- Between 1945 and 1949, family allowances, free medical treatment, prescriptions and National Assistance benefit were all introduced
- The Housing Trust was established to build new homes

- National Health Service and National Assistance benefit available for all
- Over the next 15 years health standards improved
- Polio and TB were dealt with
- Northern Ireland by 1962 had the lowest death rate in the UK, having had the worst in 1939
- National Insurance was made compulsory for everyone of working age, except for married women. People paid varying amounts depending on whether they were employed or self-employed
- The National Insurance Act also provided for the payment of maternity benefits
- In Britain, 90% of doctors had joined the National Health Service, one of the main features of the Welfare State

Any other valid point [9]

**Or**

### **Relationships between Britain and Eire after World War Two**

- (i) Why did relations between Britain and Eire worsen in the years after World War Two?

#### **Level 1 ([0]–[2])**

Answers will be vague and generalised. Spells, punctuates and uses the rules of grammar with limited accuracy

#### **Level 2 ([3]–[4])**

Answers will be more detailed with more focus on the question. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

#### **Level 3 ([5]–[6])**

Answers will be more detailed and address the main issues in the relations between Britain and Eire after World War Two. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Relations between Britain and Eire were poor because the British resented the neutrality stance of Eire during the War
- Churchill's victory speech of 13 May 1945 contained a critical reference to de Valera's conduct during the war
- De Valera made a public reply, which increased the feelings of estrangement between the two countries
- With the end of the war, Britain had no need to accommodate Eire in return for the use of the Treaty Ports
- Post-war economic difficulties saw a decline in trade between the two countries. Britain was scarce of materials and money for its own recovery and was in no mood to share what little there was with Eire
- The new Inter-Party government in Eire, formed in February 1948, was more republican than de Valera, and was anxious to press Britain to end partition
- The Inter-Party government announced its intention of leaving the Commonwealth and declaring Eire a republic in 1948

Any other valid point [6]

- (ii) How were relations between Britain, Northern Ireland and Eire affected by the Declaration of the Republic and the Ireland Act of 1949?

**Level 1 ([0]–[3])**

Answers will be vague and generalised. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed and focus on the question. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be accurate and detailed. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Unionists in Northern Ireland felt threatened by the declaration of a Republic
- A general election was called in 1948 in order to strengthen support for the union
- Unionists were angry that Eire gave funds to help northern nationalists during the 1948 election
- Britain accepted the declaration of a Republic quite calmly
- Britain introduced the Ireland Act in 1949, which recognised the Republic and defined the principles that would affect relations between the two countries
- Irish workers living in Britain could vote in British elections
- People from Eire did not require a work permit to work in Britain
- Eire was given favourable trading standards in comparison to other European countries
- The status of Northern Ireland as part of the United Kingdom was also emphasised

Any other valid point

[9]

25

**B2: Changing Relationships: Britain, Northern Ireland  
and Ireland c1965–c1985**

AVAILABLE  
MARKS

**Key issue:** Northern Ireland in the 1960s

**13 (a) Target AO1:** Recall of knowledge

Places and organisations in Northern Ireland in the 1960s

- (i) **Caledon (example)**
- (ii) Unionist Party [1]
- (iii) Coleraine [1]
- (iv) Burntollet [1]
- (v) People's Democracy [1]

**(b) (i)** Give **one** action taken by unionists to oppose O'Neill and his policies.

**Target AO1:** Recall of knowledge

Any **one** of the following:

- Faulkner condemned O'Neill's failure to consult his cabinet over the visit of Lemass in January 1965
- Backbenchers tried to remove O'Neill in September 1966
- Ian Paisley challenged O'Neill in the "Crossroads Election" and only lost by 1400 votes
- William Craig (Home Affairs Minister) condemned O'Neill's television appearance after his 5 Point Reforms
- Faulkner and one other cabinet member resigned in response to the Cameron Commission
- Chichester-Clark resigned over O'Neill's decision to promise "one-man-one-vote"
- Loyalist bombing campaign, spring 1969

Any other valid point [2]

**(ii)** Describe **two** actions taken by O'Neill to improve the Northern Ireland economy.

**Target AO1:** Recall and select knowledge to describe an event studied

Any **two** of the following:

- Invested £900 million in the economy
- Set up an Economic Council under Brian Faulkner
- Created a Ministry of Development
- Established a new city called Craigavon
- Developed a new university in Coleraine
- Attracted a number of multinational firms, e.g. Michelin, Dupont, Goodyear to Northern Ireland
- Began the construction of a new motorway system
- Links with the Irish Republic resulted in the signing of an agreement on the supply of electricity from the South
- An oil refinery was opened in Belfast
- Closed down a number of railway lines in an attempt to make the railway system more efficient

Any other valid point [4]

- (c) **Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain an event studied.

**Either**

**Relations with Nationalists in Northern Ireland and the Republic of Ireland**

- (i) Why did many unionists oppose O'Neill's attempts to improve relations with the Republic of Ireland?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain unionist opposition. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate and address the reasons why so many unionists were against O'Neill's attempts to improve relations with the Irish Republic. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Many feared it could lead to a united Ireland due to Articles 2 and 3 of the Irish Constitution, which laid claim to the “whole island” of Ireland
- Many feared the special position given to the Catholic Church in the Irish Constitution and feared discrimination against Protestants in any united Ireland
- Cabinet members were angry at not being consulted over the visit of Irish Prime Minister Sean Lemass in January 1965 to Stormont
- Rev Ian Paisley and his supporters believed O'Neill to be a “Lundy” and an “Ally of Popery” due to the visits of Lemass and Lynch

Any other valid point [6]

- (ii) What actions did O'Neill take to improve relations with the following?

- Nationalists in Northern Ireland
- The Republic of Ireland

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed with an attempt to analyse the actions taken. Answers may contain some inaccurate detail. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be detailed and accurate and address the actions taken by O'Neill to improve relations with nationalists in Northern Ireland and with the Irish Republic. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

**Nationalists in Northern Ireland**

- O'Neill visited Cardinal Conway, head of the Catholic church in Ireland
- Offered condolences to Catholics on the death of Pope John XXIII
- Visited schools run by the Catholic Church
- Increased financial support for Catholic hospitals and schools
- Declared the UVF an illegal organisation in 1966

**The Republic of Ireland**

- Met Irish Prime Minister Sean Lemass at Stormont, January 1965  
They discussed issues of mutual benefit, e.g. trade, tourism and electricity supply.
- Return visit to Dublin 4 weeks later
- Speech after Lemass visit – shared “the same rivers, the same mountains and some of the same problems”
- Lynch visit to Northern Ireland 1967

Any other valid point

[9]

Or

**Civil Rights marches**

- (i) Why was the NICRA formed in 1967?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain these reasons. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate and address the reasons for the formation of the Northern Ireland Civil Rights Association. Spells, punctuates and uses the rules of grammar with reasonable accuracy  
Answers may refer to **some** of the following:

- Anger at continued discrimination against Catholics, e.g. allocation of council housing, allocation of government jobs, law and order (role of B-Specials) etc.
- A feeling that O'Neill had been too slow to bring change that his policies favoured Protestants, e.g. location of new university at Coleraine and naming of new city, Craigavon
- Inspiration from the student demonstrations in France and Civil Rights movement in USA and its non-violent tactics

- Saw the growing self-confidence of Catholics elsewhere, especially John F. Kennedy
  - Unhappy with the performance of the Nationalist Party in Northern Ireland and its total focus on achieving a united Ireland
- Any other valid point [6]

(ii) In what ways did the NICRA and the People's Democracy attempt to gain civil rights for people in Northern Ireland?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed with an attempt to analyse the methods used. Answers may contain some inaccurate detail. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be detailed and accurate and address the methods used by the Northern Ireland Civil rights Association and People's Democracy. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Housing protest (squat) in Caledon, County Tyrone, led by Nationalist MP Austin Currie
- NICRA march from Coalisland to Dungannon, August 1968
- NICRA march in Derry/Londonderry, October 1968
- PD march from Belfast to Derry/Londonderry, January 1969
- NICRA march in Newry 1969

Any other valid point [9]

25

14 (a) Target AO1: Recall of knowledge

Names associated with Northern Ireland between 1969 and 1972

- (i) Lord Hunt (example) [1]
- (ii) Belfast [1]
- (iii) Brian Faulkner [1]
- (iv) Ian Paisley [1]
- (v) The UDA [1]

(b) (i) Give one reason for the introduction of internment in 1971.

Target AO1: Recall of knowledge

Any one of the following:

- An attempt to reduce the levels of violence – violence was at an all time high by July–August 1971
  - Growth of the IRA
  - The Stormont government had been calling for tougher measures to stop the violence for some time
  - To help gain information about location of IRA weapons (arms searches had been taking place since 1970 in nationalist areas)
- Any other valid point [2]

(ii) Describe two ways in which nationalists in Northern Ireland responded to the introduction of internment.

Target AO1: Recall and select knowledge to describe an event studied

Any two of the following:

- An orgy of violence – although not exclusively nationalist violence
  - Civil rights marches were organised in protest
  - SDLP called for a rent and rates strike
  - SDLP withdrew from Stormont and local government in protest
- Any other valid point [4]

(c) Target AO1: Recall, select, organise and deploy knowledge to analyse and explain an event studied

Either

The breakdown of law and order and the increase in violence

(i) Why did nationalists respond with anger to the events of Bloody Sunday?

Level 1 ([0]–[2])

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain these reasons. Answers may contain some inaccuracy. Spelling, punctuation and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate and address the reasons for nationalist anger in response to Bloody Sunday. Spelling, punctuation and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- 13 people were killed (one later died of his wounds) and 13 injured as a result of being shot by members of the Parachute Regiment
- There was a strong belief that these people were innocent – no weapons were found on them
- It was claimed that they hadn't provoked the soldiers
- An official inquiry headed by Lord Widgery failed to provide a satisfactory conclusion to the events

Any other valid point

[6]

- (ii) How did violence increase in Northern Ireland during the summer of 1969?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spelling, punctuation and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed with an attempt to analyse how and why this happened. Answers may contain some inaccurate detail. Spelling, punctuation and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be detailed and accurate and address how and why violence increased in Northern Ireland during the summer of 1969. Spelling, punctuation and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- In Belfast sectarian attacks resulted in burning of houses – 3,500 families (mostly Catholic) were driven from their homes
- 7 killed and about 100 wounded
- Gunfire replaced stones and petrol bombs
- In Derry/Londonderry fighting broke out at an Apprentice Boys Parade 12th August
- Battle of the Bogside began – lasted 50 hours
- Violence flared up in several provincial towns

Any other valid point

[9]

Or

**The IRA and new political parties**

- (i) Why did the Provisional IRA emerge in Northern Ireland between 1969 and 1970?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain these reasons. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate and address the reasons for the emergence of the Provisional IRA in Northern Ireland between 1969 and 1970. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Many nationalists felt that the IRA had let down nationalists during the summer of 1969. The Provisional IRA were determined to defend the Catholic population against attacks from loyalists and the RUC
- The Official IRA seemed to have gone “soft” on the struggle for a united Ireland
- Aimed to win civil rights for nationalists
- The PIRA were determined to destroy the Stormont Government
- Intended to destroy “British imperialism” in Ireland – i.e. to remove the British army

Any other valid point

[6]

- (ii) How and why did new political groups (parties) emerge in Northern Ireland between 1970 and 1972?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed with an attempt to analyse how and why this happened. Answers may contain some inaccurate detail. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be detailed and accurate and address how and why new political parties emerged between 1970 and 1972. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**DUP**

Answers may refer to **some** of the following:

**Why**

- To offer a stronger defence of the Union than that provided by the Unionist Party
- To resist concessions to nationalists
- To provide strong resistance to the IRA
- To defend the constitution of Northern Ireland
- To pursue more progressive social policies – defend Protestant rights

**How**

- June 1970 – Reverend Ian Paisley was elected as MP for North Antrim
- September 1971 – The Protestant Unionist Party was renamed the Democratic Unionist Party

**SDLP**

Answers may refer to **some** of the following:

**Why**

- The old Nationalist Party had lost much support as Nationalists supported NICRA
- Sought the eventual reunification of Ireland (by peaceful means)
- To campaign for social and economic issues

**How**

- Established in August 1970
- Led by West Belfast MP Gerry Fitt
- Became the main opposition party in Stormont (briefly) and the main political voice of the Catholic minority

**Alliance**

Answers may refer to **some** of the following:

**Why**

- To continue with the reforms promised by O'Neill not yet introduced
- To offer a “third way” in Northern Ireland politics
- A response to the victory of Reverend Ian Paisley in the Bannside by-election of April 1970

**How**

- Although broadly unionist, it opened its doors to supporters of all denominations
  - It was formed in 1970 and its first leader was Oliver Napier
- Any other valid point [9]

**15 (a) Target AO1:** Recall of knowledge

Names associated with Northern Ireland between 1972 and 1985

- (i) **Fermanagh–South Tyrone (example)**
- (ii) Margaret Thatcher [1]
- (iii) Hillsborough [1]
- (iv) Gerry Adams [1]
- (v) DUP [1]

**(b) (i)** Give **one** reason why many unionists were against power sharing

**Target AO1:** Recall of knowledge

Any **one** of the following:

- Fear that it could lead to a united Ireland – mistrust of the Council of Ireland, which introduced an “Irish Dimension” unwanted by most unionists
- Power sharing was undemocratic – allowing a minority party to be in government

Any other valid point [2]

**(ii)** Describe **two** methods used by unionists to oppose power-sharing

**Target AO1:** Recall and select knowledge to describe an event studied

Any **two** of the following:

- Anti power-sharing unionists formed the UUUC – it contested the Assembly elections and won 11 of the 12 seats in the general election of 1974
- UUUC disrupted Assembly business and criticised the Executive
- UWC strike May 1974
- Loyalist bombs in Dublin and Monaghan

Any other valid point [4]

**(c) Target AO1:** Recall, select, organise and deploy knowledge to analyse and explain an event studied.

**Either**

**The Hunger Strikes**

**(i)** Why did republican prisoners go on hunger strike in 1980 and 1981?

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain why this happened. Answers may contain some inaccuracy. Spelling, punctuation and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate and address why republican prisoners went on Hunger Strike in the early 1980s. Spelling, punctuation and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- To regain Special Category Status
- Failure of previous attempts to win back Special Category Status, e.g. Blanket and Dirty Protests
- Need to win back sympathy of nationalist part of the community who were beginning to lose patience with their terror tactics (e.g. Peace People)
- Pure violence wasn't working – need to change tactics after successful intelligence and undercover work by the army had weakened IRA late 1970s
- Hunger Strikes were a traditional and successful republican tactic

Any other valid point

[6]

- (ii) How did nationalists and unionists respond to the Hunger Strike of 1981?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spelling, punctuation and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed with an attempt to analyse the response. Answers may contain some inaccurate detail. Spelling, punctuation and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be detailed and accurate and address how nationalists and unionists responded to the Hunger Strike of 1981. Spelling, punctuation and uses the grammar with reasonable accuracy.

Answers may refer to **some** of the following:

**Nationalists**

- Support for Bobby Sands as Anti-H Block candidate in by-election for Fermanagh-South Tyrone, resulting in Sands winning the election
- Massive attendance at Sands' funeral
- Violence – 61 died in violence during the period of the 1981 Hunger Strike
- Support for Sinn Féin after they associated themselves with the hunger strikers' campaign – e.g. 1983 General Election
- Hostility to the British government and Mrs Thatcher, who were considered to have handled the situation insensitively

**Unionists**

- Viewed the hunger strikers as gunmen and murderers, who deserved no special consideration
- Shocked at the massive turnout at Sands' funeral – saw it as Catholic support for terrorists
- Urged British Prime Minister Margaret Thatcher to stand firm against the hunger strikers

Any other valid point

[9]

**Or**

**Direct Rule**

- (i) Explain why the British government decided to introduce Direct Rule in Northern Ireland in 1972.

**Level 1 ([0]–[2])**

Answers will be vague and generalised with little attempt to address the issue. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([3]–[4])**

Answers will be more detailed with an attempt to explain why this happened. Answers may contain some inaccuracy. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([5]–[6])**

Answers will be detailed and accurate and address why the government of Great Britain decided to introduce Direct Rule in 1972. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

- Belief that the Stormont government wasn't capable of maintaining law and order – especially after events of Bloody Sunday January 1972
- They couldn't allow the type of unionist domination provided by Stormont
- They hoped that Direct Rule would be fair to all sections of the community in Northern Ireland
- Pressure from the international community to bring calm to Northern Ireland
- Arguments over security with Brian Faulkner, resulted in resignation of Faulkner and his cabinet

Any other valid point

[6]

- (ii) In what ways did unionists and nationalists react to the introduction of Direct Rule to Northern Ireland in 1972?

**Level 1 ([0]–[3])**

Answers will be vague and generalised with little attempt to address the question. Spells, punctuates and uses the rules of grammar with limited accuracy

**Level 2 ([4]–[6])**

Answers will be more developed with an attempt to analyse reactions to this event. Answers may contain some inaccurate detail. Spells, punctuates and uses the rules of grammar with some accuracy

**Level 3 ([7]–[9])**

Answers will be detailed and accurate and address how unionists and nationalists reacted to the introduction of Direct Rule. Spells, punctuates and uses the rules of grammar with reasonable accuracy

Answers may refer to **some** of the following:

**Unionists**

- Huge demonstration at Stormont during the last hours of the Stormont government
- Strikes and shutdowns which shut down much of life in Northern Ireland for a two-day period
- Support for stronger unionist parties and for loyalist paramilitaries increased
- Spate of sectarian violence, particularly in Belfast

**Nationalists**

- SDLP welcomed the end of Stormont and introduction of Direct Rule
- The IRA stated its opposition to Direct Rule from the beginning and announced its determination to continue its struggle to achieve a united Ireland
- Civil Rights Association continued their campaign for civil rights

Any other valid point

[9]

25

**Section B**

**50**

**Total**

**100**

**AVAILABLE  
MARKS**



*Rewarding Learning*

**General Certificate of Secondary Education**

**2009**

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**History**

Paper 2  
Foundation Tier

**[G4602]**

**WEDNESDAY 3 JUNE, MORNING**

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**MARK  
SCHEME**

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

AVAILABLE  
MARKS

## Section A

### 1 This question is about the Vietnam War.

#### (a) Study Source A.

**Give two reasons from Source A to show why Vietnamese peasants supported the Vietcong.**

**Target AO2:** Use historical sources critically in their context by comprehending them.

Any **two** of the following:

- US supported the landowners
- They promised to take the land from the landowners
- They promised to give it to the peasants
- They told them that the Americans would take their land back
- The Americans often tortured them
- They sometimes burned their houses and crops
- The actions of the Americans
- VC shot and beat them if they refused to help

[2] for each valid point, (2 × [2])

[4]

#### (b) Study Source B.

**Describe three points from Source B to show the attitude of the US soldiers to Vietnam and the Vietnamese people.**

**Target AO2:** Use historical sources critically in their context by comprehending and interpreting them.

Any **three** of the following:

- Thought that the country was beautiful, sometimes forgot he was at war
- Felt sorry for the Vietnamese “kids” who hung around the camp
- Wanted to help make a better future for them
- Hated some of the Vietnamese because they pretended to be friendly (but then gave information to the Vietcong about US positions)
- Hated them because young Americans were killed every day
- Had mixed feelings about Vietnam

Any other valid point

[2] for each valid point, (3 × [2])

[6]

(c) Study Source C.

**How useful and reliable is Source C to a historian studying US tactics in the Vietnam War?**

**Target AO2:** Use historical sources critically by evaluating them.

**Level 1 ([0]–[2])**

A limited response which may only focus on the content of Source C. Little attempt will be made to address issues of reliability or usefulness of the source.

**Level 2 ([3]–[5])**

Answers will begin to discuss the reliability and/or usefulness of Source C. Answers may comment on the fact that the photograph was taken at the time and so is a primary source. It is useful because it shows us some of the tactics used by the Americans. However, a photograph is a limited source because it shows just one moment in time. Also we are not told who took the photo or why.

**Level 3 ([6]–[8])**

Answers at this level will discuss the key issues of reliability and usefulness of Source C in greater detail. They may refer to some of the following:

**Useful**

- Shows us a Vietnamese family fleeing from the Americans
- Shows us their fear and panic
- Shows the soldiers surrounding their home
- Shows experience of Vietnamese
- Shows experience of US soldiers

**Reliable**

- A photograph shows just one moment in time
- Limited information here
- Have to use our own knowledge to work out what's happening

Any other valid point

[8]

To access level 3 marks, candidates must address **both** utility **and** reliability

- (d) In Source B a US soldier states “One reason why we’re here (in Vietnam) is to give them (Vietnamese children) a better future”.

AVAILABLE  
MARKS

Using Sources A, B and D, and your own knowledge, explain why there are different interpretations of the reasons for US involvement in Vietnam.

**Target AO3:** Comprehend, analyse and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

**Level 1 ([0]–[4])**

At this level response may be limited and may not address the question. Answers may describe the sources and accept them at face value. There will be little attempt to explain differences in viewpoints or to use relevant outside knowledge.

**Level 2 ([5]–[8])**

Answers at this level will indicate an awareness of differences in views about the reasons for US involvement in Vietnam. Answers will use detail and refer to the type and origin of one or more of the sources and may use outside knowledge to support their answer.

**Level 3 ([9]–[12])**

Answers at this level will show a clear understanding of the different interpretations and reasons for these. Some of the following points should be made:

**Source B:**

- The soldier is American. He opposed communism and supported the attempts of the Americans to defeat the Vietcong
- He was fighting for a democratic Vietnam which would give the people of Vietnam a better future

**Source A:**

- The Americans were in Vietnam to support the landlords
- They were there to defeat the Vietcong
- They also were there to save the people from communism
- The author of this source is a historian who has thoroughly researched the war. He takes no sides and gives us his opinion of the reasons for the US presence

**Source D:**

- The author of this is a Vietcong fighter looking back on his role in the war
- He says that he fought because he hated the Americans
- He gives a very different view of the reasons for US involvement
- He saw them as foreigners
- He does not mention communism

There are different views because of the background/nationality of the authors of Sources B and D. The historian (Source A) gives a more considered opinion. The mark achieved will depend on the quality of the discussion of the sources and use of relevant own knowledge. Some reference to own knowledge is required to access Level 3

**Points from own knowledge:**

- Candidates could mention the Domino Theory, the US fear that if South Vietnam came under communist control, all of Asia might fall to the communists
- The Russians and the Chinese were giving help to the Vietcong using the Ho Chi Minh Trail
- The US failed to understand that the Vietnamese hated all foreigners; before the US became involved in Vietnam, they had fought to free their country from the Japanese and the French

Any other valid point

[12]

30

**Section A**

**30**

AVAILABLE  
MARKS

## Section B

AVAILABLE  
MARKS

- 2 This question is about Russian attempts to control Eastern Europe between 1945 and 1949.

**Why and how did the USSR's control over Eastern Europe affect relations with the USA between 1945 and 1949?**

Use the paragraph headings to help you with your answer.

**Target AO1:** Recall select, organize and deploy knowledge of the specification content to communicate it through descriptions, analysis and explanation of the events, people, changes and issues studied.

### Level 1 ([0]–[10])

Answers at this level may use only some of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Spells, punctuates and uses the rules of grammar with limited accuracy.

### Level 2 ([11]–[20])

Answers will use most of the paragraph headings perhaps missing out only one, and offer a more informed but limited explanation of why and how the USSR's control over Eastern Europe affected relations with the USA between 1945 and 1949. Spells, punctuates and uses the rules of grammar with some accuracy.

### Level 3 ([21]–[30])

Answers will stick closely to the paragraph headings and will provide details and some analysis of why and how the USSR kept control over Eastern Europe between 1945 and 1949. Answers may include some of the following:

**(a)** Why the USSR wanted control of Eastern Europe

- The USSR and the USA fought on the same side in World War Two. It was a fragile friendship, held together by a common enemy, Germany. There was distrust and suspicion between the USSR and the USA before World War Two. Communism was feared in the USA
- 26 million Russians were killed in World War Two, compared to 350 000 Americans. Stalin was very concerned about the USSR's future security and was determined to prevent another attack on the USSR by Germany. The USSR wanted to keep Germany weak. In February 1945 at Yalta the Allied leaders failed to reach agreement on the future of Germany after its defeat. In a compromise Germany was to be divided as was the capital, Berlin
- Disagreement emerged over the future of Eastern Europe. At Yalta the Allied leaders agreed that Eastern Europe should be under Russian influence. It was agreed to hold free elections. However, at Potsdam in July 1945, the USA had developed an atom bomb and did not disclose this to the USSR. The new US leader, Truman was more anti-communist than Roosevelt and military cooperation was soon replaced by suspicion

**(b)** Actions taken by the USSR to control Eastern Europe between 1945 and 1948

- Stalin was determined to make Eastern Europe a Russian sphere of influence, a buffer zone against a future German invasion. The USSR was in a strong position in 1945 as its armies had “liberated” the countries of Eastern Europe from German control. The Russian army remained in Eastern Europe while the US army left Europe after the defeat of Hitler
- No country in Eastern Europe had a communist government before 1945. At Yalta free elections were promised. However, political opponents of communism were imprisoned or killed and elections rigged and voters intimidated
- Only politicians loyal to Stalin were appointed, e.g. Rakosi in Hungary. In 1948 there was a communist coup in Czechoslovakia, the only country in Eastern Europe still a democracy
- By 1948 communist governments controlled Poland, Albania, Hungary, Bulgaria, Romania, Czechoslovakia and the Russian zone in Germany. The division between Russian controlled Eastern Europe and the West was termed the “Iron Curtain” by Winston Churchill in his famous Fulton Speech. Contact between Eastern Europe and Western Europe became more difficult
- Stalin tightened Russian control using Cominform and Comecon to strengthen political and economic links with the USSR

**(c)** The Truman Doctrine and the Marshall Plan

- The USA became concerned by the USSR’s actions in taking over Eastern Europe. After 1947 the USA followed a more active policy to stop the spread of communism. The Truman Doctrine recognized Russian control over Eastern Europe but the US was determined to contain the spread of communism. The Truman Doctrine committed the USA to play a more active role in Europe
- Under the Marshall Plan of 1948 the USA focused on helping to rebuild Germany and achieve economic recovery to make democracy more appealing in Western Europe. Between 1948 and 1952 the USA gave \$13 billion to help the economic recovery of Western Europe. The actions of the USA increased tensions with the USSR which prevented its satellite countries in Eastern Europe from accepting aid

(d) Berlin Blockade and Airlift

AVAILABLE  
MARKS

- Berlin, situated 100 miles inside the Russian zone and behind the Iron Curtain, was divided into four sectors, British, French, American and Russian. In 1948 a new currency was introduced in the Western sectors and help was given to rebuild West Berlin through the Marshall Plan. There was relatively free movement of people between the sectors of Berlin. This caused tension as the contrasts in prosperity between east and west were most clearly seen
- In June 1948 Stalin blocked off all roads and railway links from West Germany to West Berlin to force the West out of Berlin and close the only hole in the Iron Curtain. The 2 million residents of West Berlin were cut off from Western help. The Americans saw this as a test for the Truman Doctrine and were determined not to lose West Berlin
- The USA decided to airlift supplies and avoid a direct confrontation with the USSR. For 10 months the people of West Berlin depended on food and fuel flown in by America and Britain. Up to 13,000 tons were supplied each day during the Berlin Airlift which lasted 324 days
- During the Berlin Airlift the people of West Berlin accepted rationing and hardship. 79 people were killed during the Airlift. Stalin didn't shoot down the Allied planes as he did not want to be seen as the aggressor. Stalin realized the determination of the USA and West and lifted the Blockade in May 1949. The Airlift made the USA realize its key role in the defence of Western Europe and in 1949 it set up NATO to protect West Germany

Any other valid point

Some of this detail may be included at Level 2. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

[30]

30

**3 This question is about the Korean War, 1950 to 1953.**

**How and why did the USA become involved in war in Korea between 1950 and 1953?**

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

**Target AO1:** Recall, select, organize and deploy knowledge of the specification content to communicate it through descriptions, analysis and explanation of the events, people, changes and issues studied.

**Level 1 ([0]–[10])**

Answers at this level may use only some of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Spells, punctuates and uses the rules of grammar with limited accuracy.

**Level 2 ([11]–[20])**

Answers will use most of the paragraph headings perhaps missing out only one, and offer a more informed but limited explanation of how and why the USA became involved in Korea between 1950 and 1953. Spells, punctuates and uses the rules of grammar with some accuracy.

**Level 3 ([21]–[30])**

Answers will stick closely to the paragraph headings and will provide details and some analysis of how and why the USA became involved in Korea between 1950 and 1953. Answers may include some of the following:

**(a) Reasons for US involvement in Korea in 1950**

- Korea had been occupied since 1910 by Japan. After Japan's defeat in August 1945, the USA and the USSR sent troops to occupy this strategically-important peninsula that had borders with China and the USSR
- The Truman Doctrine, 1947 widened USA's commitment to contain the spread of communism. Truman stated that the USA would help any country resisting "armed minorities" or "outside pressures"
- The loss of China to communism in 1949 with the victory of Mao Ze Dong in the Chinese civil war was a blow for the USA. In 1949 the USSR developed an atom bomb and in 1950 communist USSR and China signed a Treaty of Friendship. Cold war tensions shifted from Europe to Asia. Many Americans believed in the Domino Theory – all countries in Asia were in danger from communism

- Korea was divided along Cold War lines in 1948 along the 38th Parallel. North Korea was ruled by Kim Il Sung, a communist and South Korea by Syngman Rhee supported by the USA. American and Russian troops left but both Korean leaders wanted to reunite all of Korea under their system of government. Between 1948 and 1950 thousands were killed in clashes between North and South Korea
- In June 1950 North Korea invaded South Korea and by September the South Korean army was pushed into a small area in the south called the Pusan Pocket. The loss of Korea to communism seemed inevitable
- The US believed that Stalin was behind the North Korean invasion. Stalin and the USSR would have benefited from the spread of communism in Korea. This would increase the USSR's sphere of influence

**(b) Actions of the USA and the UN Army in 1950**

- The USA became involved using the United Nations which was boycotted by the USSR. A United Nations army was sent to Korea. 15 countries contributed but over 90% of the 300,000 soldiers were American. It was led by General Douglas MacArthur who was responsible to President Truman
- In October 1950 the UN army landed at Inchon behind enemy lines. This surprised the North Korean army and disrupted their supply lines. The North Korean army was pushed back over the border

**(c) Role of General MacArthur and involvement of China**

- The policy of roll back was supported by General MacArthur and leading American politicians. The UN/US army with the approval of Truman went on the offensive to roll back communism. The UN/US army reached the Yalu River close to the border between North Korea and China
- Mao Ze Dong and China feared that the USA would use the Korean War to invade China and put the Chinese Nationalists in control
- China did not want to risk war against the USA but on 25th October 1950, 250,000 Chinese troops called "volunteers" moved into North Korea and pushed the UN/USA army back into South Korea, even recapturing its capital Seoul
- MacArthur urged air strikes against China and even the use of the atom bomb. Truman, however, feared a nuclear war and was more cautious. MacArthur was dismissed in April 1951. A number of costly offensives and counter attacks resulted in stalemate. An armistice was signed in 1953 following the death of Stalin and the election of a new US president Eisenhower

(d) Effects of the Korean War on Korea, the USA and the USSR

AVAILABLE  
MARKS

- South Korea was saved from communist control. Rhee's army had been on the verge of defeat by September 1950. The Inchon landing forced the retreat of Kim Il Sung's army. In 1953 an armistice was signed and the 38th Parallel has remained the border between North and South Korea
- Over 2 million Koreans, mainly civilians were killed and 5 million were made homeless. Relations between North and South Korea remained tense and bitter
- USA did implement the Truman Doctrine and showed the seriousness of its commitment to contain the spread of communism. The USA failed to achieve its more ambitious aim to roll back communism in Asia. The involvement of China showed the limits of containment. In 1951 MacArthur was sacked for criticizing Truman's more cautious approach. Truman was defeated by Eisenhower in the election for president in 1952
- The Korean War was the first major conflict in the Cold War when both superpowers had nuclear weapons. It brought a new phase to the Cold War as neither superpower wanted direct confrontation. The USA achieved its aim at a cost. The USA was forced to triple its spending on the military. Over 50,000 Americans were killed in the century's "nastiest little war"
- The Korean War increased the USA's commitment to protect Asia. The USA signed military agreements with the Philippines, New Zealand and Australia. It widened the role of the USA to contain the spread of communism anywhere in the world
- The Korean War worsened the USA's relations with China. The USA refused to recognise Communist China and continued to recognise Nationalist Taiwan as China's rightful government
- The USSR encouraged Kim Il Sung to invade and provided indirect military and technical support. The USSR failed to expand communist control over all of Korea
- The USSR returned to the United Nations to prevent the USA using the UN army to support its position in the Cold War

Any other valid point

Some of this detail may be included at Level 2. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

[30]

30

**4 This question is about relations between the USSR and Eastern Europe, 1956 to 1991.**

**How and why did the USSR react to challenges to its control between 1956 and 1991?**

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

**Target AO1:** Recall, select, organize and deploy knowledge of the specification content to communicate it through descriptions, analysis and explanation of the events, people, changes and issues studied.

**Level 1 ([0]–[10])**

Answers at this level may use only some of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Spelling, punctuation and uses the rules of grammar with limited accuracy.

**Level 2 ([11]–[20])**

Answers will use most of the paragraph headings perhaps missing out only one, and offer a more informed but limited explanation of how and why the USSR reacted to challenges to its control between 1956 and 1991. Spelling, punctuation and uses the rules of grammar with some accuracy.

**Level 3 ([21]–[30])**

Answers will stick closely to the paragraph headings and will provide details and some analysis of how and why the USSR reacted to challenges to its control between 1956 and 1991. Answers may include some of the following:

**(a) Hungary, 1956**

- Stalin died in 1953 and by 1955 Nikita Khrushchev became leader of the USSR. He was seen as less severe than Stalin as he called for “Peaceful Coexistence” between the USSR and the West. There were social, economic and political grievances in Hungary. The pro-Stalin ruler of Hungary, Rakosi, was very unpopular. Church schools had been closed down and farms taken over by the government. The secret police, the AVO killed over 20,000 political opponents
- In 1956 anti-Russian demonstrations forced Rakosi to resign. He was replaced by a more popular communist leader, Imre Nagy. He called for the removal of Russian troops from Hungary and stated that Hungary would leave the Warsaw Pact. Khrushchev, however, feared that this would lead to the collapse of Russian control of Eastern Europe

- On 4 November 1956, 4,000 Russian tanks and thousands of soldiers attacked the capital Budapest. The Hungarian rebels had few weapons but put up fierce resistance. Up to 30,000 were killed and 200,000 escaped to the West. The rebellion ended on 14th November. Nagy was captured and later executed by the Russians
- A new leader, Kadar, replaced Nagy. He made a few reforms but Hungary remained a member of the Warsaw Pact. Khrushchev, like Stalin, was determined that Eastern Europe would remain under Russia's sphere of influence. There was much sympathy for the Hungarian rebels in the West but, in spite of desperate pleas, no help was given

**(b)** The Berlin Wall, 1961

- The city of Berlin was the only place where people from east and west had open contact with each other during the Cold War in the 1950s. People from East Berlin were permitted to visit and work in the other three sectors. The difference in living standards between East and West was most clearly seen in Berlin. During the 1950s over 2 million East Germans used Berlin as an escape route to the "Golden West"
- In the late 1950s, Khrushchev tried to reach an agreement with the USA that would give the USSR control of Berlin. These attempts ended in failure. Khrushchev feared that the loss of so many young, skilled workers would destabilize East Germany and in the longer term Russian control over Eastern Europe
- On 13 August 1961 East German police sealed off all crossing points with a barbed wire fence which was quickly replaced by a concrete wall. This stopped all movement between the Russian sector and the West
- The Berlin Wall remained a stark symbol of Communist oppression and the Cold War until its collapse in 1989. The West protested but did nothing to prevent the building of the wall. The Wall was patrolled by armed guards and look out posts. Many East Germans were killed while attempting to escape but the Wall succeeded in reducing movement from East to West

**(c) Czechoslovakia, 1968**

- The ruthless way that Khrushchev crushed the Hungarian Rebellion in 1956 ended unrest among the USSR's satellites in Eastern Europe. By 1968 growing economic problems in Czechoslovakia, the most industrially-developed country in Eastern Europe, led to discontent about Russian control of the economy
- In 1968 Alexander Dubcek, the new Communist party leader announced a programme of economic and social reforms. He aimed to achieve "Socialism with a human face" and reassure the USSR that Czechoslovakia wished to remain loyal and stay in the Warsaw Pact and Comecon. The reforms of the Prague Spring included ending censorship and the powers of the secret police and opening up travel and trade with the west
- These reforms worried Brezhnev, the new Russian leader. He feared that other communist countries would copy these reforms and threaten USSR control over Eastern Europe. Though Dubcek gave guarantees of loyalty to the Warsaw Pact he continued with his programme of reform
- On 20th August 1968 Brezhnev ordered 400,000 Warsaw Pact soldiers to invade Czechoslovakia. The Czechs wished to avoid the bloodshed of the Hungarian Rebellion and offered passive resistance. They painted anti-Soviet slogans and had sit-downs in front of Soviet tanks. One student Jan Palach burned himself to death in protest. 73 Czechs were killed
- After the invasion Dubcek was summoned to Moscow and on 28th August he agreed to end the Prague Spring and return to pre-1968 rule. Later he was sacked and replaced by Husak who was loyal to the USSR. In November 1968 the Brezhnev Doctrine was issued which restated Russian control over Eastern Europe. It was the duty of the USSR to intervene with force if any communist country behind the Iron Curtain introduced political and economic reforms. The independence of the USSR's satellites in Eastern Europe was limited by the need to protect the security of the USSR and the Warsaw Pact

**(d) Gorbachev and Eastern Europe, 1985 to 1991**

- From 1968 to 1985 the USSR was ruled by older conservative leaders who distrusted reform. The cost of the nuclear arms race placed a heavy burden on the economy of the USSR. Mikhail Gorbachev, the new leader in 1985 was determined to carry out reform. His two policies of Glasnost (openness) and Perestroika (economic reform) had a big impact on Russian control over Eastern Europe. Tension over Russian control over Eastern Europe was a major cause of superpower tension. Political freedom for Eastern Europe would remove one key reason for the Cold War and the costly nuclear arms race. This encouraged Gorbachev to abandon the Brezhnev Doctrine and allowed

the countries of Eastern Europe more freedom to decide their future. He believed that each country should sort out its own problems

- Economic problems in Poland in the early 1980s and the election of a Polish pope, John Paul II, encouraged many in Poland to criticize Russian control. By 1989 the trade union Solidarity led by Lech Walesa challenged the Communist government over Poland's economic problems. In 1989 the Polish government agreed to hold free elections and legalise Solidarity. In August 1989 Poland became the first country in Eastern Europe to have a non-communist government
- The impact of Gorbachev's policy not to intervene to support communist governments was soon felt elsewhere in Eastern Europe. In 1989 and 1990 non-communist governments were elected in Poland, Hungary and Czechoslovakia. In 1990 Lech Walesa the leader of Solidarity was elected president of Poland
- For a time East Germany, Romania and Bulgaria stayed loyal to the USSR and communism. In 1990 the leader of Romania was executed and the communist leaders in East Germany and Bulgaria had resigned
- In East Germany Eric Honecker, the communist leader ignored Gorbachev's advice to make reforms. During 1989 thousands of East Germans had fled to the West through Hungary. Then on 9th November thousands of demonstrators forced their way through checkpoints along the Berlin Wall. That night thousands using pick axes and hammers demolished large sections of the Berlin Wall which had been a stark symbol of the East West divide. In October 1990 East and West Germany were reunited
- The Cold War had ended and communist rule in Eastern Europe had collapsed. By 1991 Gorbachev had resigned, the USSR had collapsed and the USA was the only superpower left

Any other valid point

Some of this detail may be included at Level 2. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

[30]

30

**Section B**

**30**

**Total**

**60**

AVAILABLE  
MARKS





*Rewarding Learning*

**General Certificate of Secondary Education  
2009**

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**History**

Paper 1  
Higher Tier

**[G4603]**

**WEDNESDAY 27 MAY, MORNING**

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**MARK  
SCHEME**

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

AVAILABLE  
MARKS

## Section A

(Answer **two** questions from Part A1 **or** A2 **or** A3)

### A1: Germany c1918–c1941

**Key Issue:** The Weimar Republic

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

**Target AO1:** Recall of knowledge

Any **two** of the following:

- Proportional Representation led to many small parties being elected into government. None was large enough to gain a majority and so weak coalition governments were formed.
- Proportional Representation led to extremist parties who wanted to destroy the Weimar Republic being elected into positions of power.
- Article 48 allowed the President to make decisions without consulting the chancellor or the Reichstag in an emergency. There was no definition as to what constituted an emergency so the President could become a dictator

Any other valid point [2]

(ii) Give **two** ways in which the Weimar Republic dealt with violent opposition between 1919 and 1922.

Any **two** of the following:

- The Spartacist Rising was ended using the Freikorps. The leaders were killed along with many other participants.
- The Red Rising was ended using the Freikorps
- The Kapp Putsch was ended with a general strike called by the government

Any other valid point [2]

(b) (i) What methods did the Nazi Party use to win support in Germany between 1924 and 1928?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

#### Level 1 ([0]–[1])

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

#### Level 2 ([2]–[3])

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- Hitler used trial for propaganda purposes
- Wrote Mein Kampf while in prison, outlining main ideas
- Decided to contest elections in the Reichstag
- Reorganisation of the party under Gauleiters
- Use of propaganda – speeches, posters, rallies
- Establishment of Hitler Youth
- Use of SA to break up meetings of rival parties

Any other valid point

[4]

- (ii) How did the actions of Weimar politicians after 1929 help Hitler to become Chancellor of Germany in 1933?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- Grand Coalition under Müller that had stabilised the Weimar Republic broke up after the Wall Street Crash
- When Brüning became Chancellor of Germany he made unpopular decisions such as cutting benefits and raising taxes
- Hitler and the Nazis won 37.3% of the vote in the July 1932 elections but Hindenburg would not allow Hitler to become Chancellor
- Hindenburg appointed Franz von Papen and then von Schleicher respectively as chancellors, despite Hitler winning most electoral votes.
- Neither had any support 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 Hitler could be controlled and so Hitler became Chancellor on 30 January 1933

Any other valid point

[5]

(c) How and why was Germany affected by economic problems between 1918 and October 1929?

- Impact of World War One and the Treaty of Versailles
- Hyperinflation crisis of 1923
- Dawes Plan and its results

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[4])**

Answers will be narrative and address the question in a general way. Answers may lack balance and development in explanation. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. Each of the guidelines should be used to provide a balanced and well-informed response. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

**Impact of World War One and the Treaty of Versailles**

- World War One had placed a great strain on the German economy
- Country was in debt; there was unemployment and food shortages
- Treaty of Versailles demanded that Germany pay £6,600 million in reparations to pay for war damage
- Germany also lost 10% of its land which contained 16% of its coalfields and half its iron and steel industry
- This made it very difficult to recover after the war

**Hyperinflation crisis of 1923**

- German government failed to keep up with reparations payments so France and Belgium invaded the Ruhr area to take goods from the Germans instead of money
- German government ordered passive resistance so there would be nothing for the French to take
- Government still had to pay striking workers so printed off extra money to do this
- Government continued to print extra money with no gold to back it up – led to hyperinflation
- Savings were worthless and many Germans suffered hardship

**Dawes Plan and its results**

- The Dawes Plan was set up to allow Germany to pay reparations over a longer period of time
- It also brought in loans from the USA, but left Germany very reliant on the American economy – “Dancing on a Volcano”
- While many Germans prospered, economic problems continued, e.g. 2 million Germans unemployed in 1928

- Wall Street Crash in USA led to the withdrawal of loans to Germany and demands for repayments led to an economic depression. Businesses closed, unemployment grew, banks collapsed
- Any other valid point

[12]

AVAILABLE  
MARKS

25

- 2 (a) (i) Give **two** ways in which Hitler consolidated his power in Germany in 1934.

**Target AO1:** Recall of knowledge

Any **two** of the following:

- Night of the Long Knives eliminated opposition from Ernst Röhm and the SA who wanted the Nazi Party to become more socialist.
- The attack on the SA also won Hitler the support of the army. They took a personal oath of allegiance.
- When President Hindenburg died Hitler combined the positions of Chancellor and President, making himself Führer

Any other valid point [2]

- (ii) Give **two** ways in which the Nazis used the Police State to control people's lives.

Any **two** of the following

- Gestapo were secret police who spied on individuals to ensure they were not acting against the Nazis – guilty people were put in prison or sent to concentration camps
- SS were Hitler's private army who became the main police force in Germany. They arrested opponents, tortured people, sent them to concentration camps and executed them
- Concentration camps were established for enemies of the Nazi State. People sent there were subjected to hard labour and were given very little food. Many people sent to camps died of malnutrition or over work.

Any other valid point [2]

- (b) (i) How did the Nazis use propoganda to control people's lives in Germany between 1933 and 1939?

**Target AO1:** recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- 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
- 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

Any other valid point [4]

- (ii) In what ways did life change for young people in Nazi Germany between 1933 and 1939?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- Youth groups were established to control the leisure time of young people
- Boys were taught to fire a gun and to march in the Hitler Youth
- Girls were taught how to look after a home and bring up children in the League of German Maidens
- There was an emphasis on physical fitness for both boys and girls
- School subjects were altered. Religion was not taught but there was an emphasis on PE, History, Race Studies and Biology
- Teachers had to belong to Nazi Teachers’ League and had to promote Nazism at all times

Any other valid point [5]

- (c) How and why did Hitler and the Nazis change the lives of workers and Jews in Germany from 1933–1939?

- Nazi ideas about workers and Jews
- Nazi actions towards workers
- Nazi actions towards Jews

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[4])**

Answers will be narrative and address the question in a general way. Answers may lack balance and development in explanation. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. Each of the guidelines should be used to provide a balanced and well-informed response. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

**Nazi ideas on workers and Jews**

- Hitler believed that everyone should contribute to society in some way by working
- He believed that workers could help Germany become self-sufficient and a strong military power again
- It was also believed that workers' leisure time should be controlled
- Hitler believed the Jews were racially inferior to Germans from the Aryan Race
- Blamed the Jews for Germany losing World War One and the Treaty of Versailles
- Felt that Jews were greedy and their presence in Germany was taking money away from Germans

**Nazi actions towards workers**

- Trade unions were banned and the National Labour Front [DAF] was put in its place
- The RAD was established. It provided work for young men aged between 18 and 25. They built roads and bridges and took part in other public work schemes but only got paid pocket money
- Strength Through Joy provided cheap Volkswagen cars and leisure activities for workers

**Nazi actions towards Jews**

- In April 1933 there was a one day boycott of Jewish businesses
- Jews were forbidden from joining the army and couldn't have government jobs
- Jews had to register their property, making it easier for the Nazis to confiscate
- Jewish teachers were sacked
- Jewish doctors, dentists and lawyers were not allowed to treat or work for Aryans
- The Nuremberg Laws banned marriage between Jews and Aryans as well as sexual relations outside marriage. Jewish people also had their German citizenship taken away from them
- During Kristallnacht in November 1938 Jewish homes, shops and synagogues were destroyed. Thousands of Jews were sent to concentration camps and dozens were killed. Jews were fined for the damage caused and were forced to clean the streets afterwards
- All Jews had to take the names Israel or Sarah

Any other valid point

[12]

25

3 (a) (i) Give **two** reasons why Hitler invaded Poland in 1939.

**Target AO1:** Recall of knowledge

Any **two** of the following:

- To regain the Polish Corridor and reunite all German speaking people
- To gain lebensraum to help Germany become self-sufficient
- To gain an access route to the USSR

Any other valid point [2]

(ii) Give **two** reasons why Hitler invaded the USSR in 1941.

Any **two** of the following

- Hitler hated communism and wanted to destroy it
- To gain access to the USSR's resources, e.g. oil reserves
- Hitler felt the Slavs who lived in the USSR were racially inferior
- To gain lebensraum

Any other valid point [2]

(b) (i) How did Hitler restore German military power between 1933 and 1935?

**Target AO1:** recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way  
Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- Immediately began to rearm
- Announced conscription in 1935 and brought numbers in army up to 400,000
- Military spending grew from 3 billion marks in 1933 to 9 billion marks by 1935
- Opened many arms factories to produce weapons and ammunition
- Signed Anglo-German Naval Agreement allowing Germany's navy to reach 35% of the size of the British navy
- Luftwaffe was created along with civilian flying schools

Any other valid point [4]

- (ii) How was Hitler able to take over Czechoslovakia between 1938 and 1939?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way  
Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- Hitler wanted the Sudetenland because it contained German speakers and he announced his intention to take these areas from Czechoslovakia to create Grossdeutschland
- France had given a guarantee to Czechoslovakia saying that it would protect it if it was attacked
- To avert war, a meeting was held in Munich involving the leaders of Britain, France, Italy and Germany.
- During the meeting Hitler increased his claim to the whole of the Sudetenland – it was decided to allow this and the Munich Agreement was passed
- Czechoslovakia was not consulted over the Munich Agreement and France did not keep its promise – this increased Hitler’s confidence to take over the rest of Czechoslovakia
- Taking the Sudetenland had removed all of Czechoslovakia’s defences, thus making it easier to take over
- Hitler took over Bohemia, Moravia and later Slovakia in March 1939 – the first time he had taken non-German land. Britain and France did nothing to stop Hitler

Any other valid point

[5]

- (c) How and why did Hitler break the terms of the Treaty of Versailles from 1936–1938?

- Why Hitler wanted control of the Rhineland and Austria
- Remilitarisation of the Rhineland
- Anschluss with Austria

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[4])**

Answers will be narrative and address the question in a general way. Answers may lack balance and development in explanation. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. Each of the guidelines should be used to provide a balanced and well-informed response. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

**Why Hitler wanted control of the Rhineland and Austria**

- Hitler hated the fact that the Treaty of Versailles had left Germany's border with France defenceless
- He claimed that Germany was surrounded by enemies as the USSR was to its east and France to its west and that Germany should have the right to defend itself
- Union with Austria had been forbidden by the Treaty but as the two countries were German speaking Hitler wanted to unite them
- Hitler was Austrian himself and he also wanted access to the large Austrian army and its economic resources

**Remilitarisation of the Rhineland**

- Marched 22,000 police and 15,000 soldiers into the Rhineland in 1936
- Wasn't overly confident – troops had orders to turn back if confronted
- Britain didn't think it was worth going to war over and France wouldn't act without Britain, so Germany was able to get away with it
- Built West Wall to strengthen Germany's defences against France

**Anschluss with Austria**

- There was an attempt by Austrian Nazis to take over the government there in 1934 but this was unsuccessful due to the intervention of Mussolini
- By 1938 Germany and Italy were now allies so Hitler felt confident about taking over Austria with no opposition
- Austrian Nazis began to put pressure on the government – the leader Schuschnigg asked for foreign help to withstand this pressure but none was forthcoming
- Hitler forced Schuschnigg 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 he was forced to resign
- Seyss-Inquart became the new Austrian chancellor and invited the German troops into the country to restore order. Anschluss was proclaimed

Any other valid point

[12]

25

**Key Issue:** The Downfall of Tsarism and the 1917 Revolutions

4 (a) (i) Give **two** events of the February Revolution of 1917.

**Target AO1:** Recall of knowledge

- The February Revolution lasted from 18th February until 4th March. There was a growing number of strikes and demonstrations by workers, especially the large Putilov steel works. The workers demonstrated about working conditions and food shortages
- On 23rd February, International Women’s Day, thousands of women joined the strikers. They protested about food and fuel shortages in Petrograd. The capital was at a stand-still
- The attitude of the army in deserting the Tsar was crucial. The Tsar lost the backing of the army leaders who were unhappy at his leadership in the war. The Petrograd Garrison refused to obey the Tsar and its commander and fire on the demonstrators
- On 27th February an unofficial Duma made up of 12 members disobeyed Nicholas’ command to close down. Also the Petrograd Soviet representing the interests of workers and soldiers was formed. This marked the beginning of Dual Authority and was an alternative to Tsarism
- 2nd March Tsar Nicholas abdicated

Any other valid point [2]

(ii) Give **two** effects of the July Days, 1917.

**Target AO1:** Recall of knowledge

- The July Days was a failed attempt to overthrow the Provisional Government. It helped the Provisional Government in the short term. It showed that the Provisional Government still had the support of the army to crush the revolt
- It helped Kerensky. He had been Minister of War. Two days after the July Days Kerensky became Prime Minister
- It had negative effects on the Bolsheviks. It showed how unready the Bolsheviks were to seize power. Leading Bolsheviks, e.g. Stalin were arrested and Lenin fled to Finland. The Bolshevik newspaper Pravda was closed down and the Bolsheviks were called traitors and German spies

Any other valid point [2]

(b) (i) How did World War One change attitudes towards Tsar Nicholas II and Tsarina Alexandra?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of how World War One changed attitudes to Nicholas and Alexandra. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- There was popular support for World War One in 1914 with high expectations of victory for the Russian army. Popular support for Nicholas II increased at the start of the war
- Defeats at Tannenberg and the Masurian Lakes in 1914 put a strain on the autocracy. In 1915 Nicholas II went to the front as the commander-in-chief of the army. This had a bad effect on Nicholas's position as he was now held responsible for the military defeats and criticisms of the war effort. Nicholas's indecision and lack of leadership lost him the respect of the army generals
- The war meant that Nicholas left control of the government to Alexandra. This had a negative effect as Alexandra displayed little political skill. She sacked 36 government ministers between 1915 and 1916. This ministerial leapfrogging destabilised the government. Alexandra was rigid in enforcing autocracy and refused to cooperate with the Duma
- Alexandra was unpopular and under the influence of Rasputin, a disreputable monk. There were rumours of an affair between them and this damaged Alexandra's reputation. Alexandra's rule also alienated the nobility who resented being sidelined as the Tsar's main advisers by Rasputin
- Alexandra was distrusted because she was German and was accused by some of being a spy and damaging Russia's war effort

Any other valid point

[4]

- (ii) How did World War One affect the lives of people in Russia?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of how World War One affected the lives of people in Russia. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- World War One had a negative effect on the lives of all sections of Russian society. The number of workers in cities increased from 22 to 28 million. They worked long hours and there was harsh discipline in the heavy engineering factories producing munitions
- By 1916 there was a decline in living standards due to inflation. Wages failed to keep up with inflation which was 400% by the end of 1916. Inflation wiped out savings of the middle class and had a negative effect on all sections of society
- There was a shortage of food and fuel especially in Petrograd and Moscow. Meat prices increased by 300%. By the end of 1916 there was only  $\frac{1}{2}$  food and  $\frac{1}{3}$  fuel requirements in these cities. Supplying the army was the main priority
- 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
- 13 million men, mainly peasants, were conscripted to the army. Most of the 8 million casualties (killed, wounded or taken prisoner) were peasants. Morale decreased and desertion rates increased. The Russian army was termed “peasants in uniform”
- Horses were seized which were essential for farm work. Women and the old were left to do the farm work. There was a shortage of farm labourers and production decreased. As inflation increased, peasants hoarded food. By the end of 1916 grain-growing areas had a glut of wheat while bread queues in the cities were common

Any other valid point

[5]

(c) How and why did the Provisional Government lose control in Russia in October 1917?

- Weaknesses and failed policies of the Provisional Government
- Kornilov Revolt and its effects
- Actions of Lenin and Trotsky

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[4])**

Answers will be narrative and will develop the question in a general way. Answers may lack balance and development in explanation. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of how the Provisional Government lost control over Russia in October 1917. Each of the guidelines should be used to provide a balanced and well-informed analysis. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers may refer to **some** of the following:

**Weaknesses and failed policies of the Provisional Government**

- The Provisional Government was not elected. It lacked legitimacy, experience and authority. It was a caretaker government until elections for a Constituent Assembly were held. It had no programme for government
- The structure of the Provisional Government, based on the system of Dual Authority was a key weakness. The Provisional Government ruled Russia with the help of the Petrograd Soviet in an uneasy alliance called Dual Authority. The Petrograd Soviet retained the loyalty of the workers and soldiers in Order No 1. It gave the Provisional Government only conditional loyalty
- The decision to continue Russia's involvement in World War One was a mistake. Problems with supplies of weapons and food continued and the June Offensive failed. There was an increase in desertions and a breakdown of army discipline
- The delay in introducing land reform led to the loss of support from the peasants. The middle class Provisional Government wanted to delay land reform until a Constituent Assembly was elected. The Provisional Government had concerns about issues of legality and compensation. By autumn 1917, there was disorder in the countryside as returning soldiers seized land and killed over 2000 landlords and their agents
- The Provisional Government disbanded the Okhrana (the Tsarist secret police). This made it easier for opponents to organise and win support. This made it easier for groups like the Bolsheviks to undermine the Provisional Government

**The Kornilov Revolt and its effects**

- The Kornilov Revolt had important effects on the fortunes of the Bolsheviks and the Provisional Government. General Kornilov, the new commander-in-chief wanted to restore discipline in the army and remove the influence of the Bolsheviks. Kerensky, however, feared that he wanted to overthrow the Provisional Government
- Kerensky had no military support and was forced to release and give weapons to the Bolshevik Red Guard to defend Petrograd. The Kornilov Revolt failed and the Bolsheviks, now armed, claimed credit for saving Petrograd
- Kerensky and the Provisional Government were isolated. The Kornilov Revolt showed that they had lost all support from the army. The Bolsheviks now planned to overthrow the Provisional Government

**Actions of Lenin and Trotsky**

- The Mensheviks and SRs were compromised by their support for the war and cooperation with the Provisional Government. The Bolsheviks were the only revolutionary group to consistently oppose the Provisional Government. In September 1917 the Bolsheviks controlled the Petrograd Soviet. The Soviet was the vehicle used by the Bolsheviks to seize power. Lenin’s slogan had been “All Power to the Soviets” [April Theses]
  - In September and October Lenin, in exile in Finland, called for the overthrow of the Provisional Government. Lenin used all his powers of argument to persuade a reluctant Bolshevik leadership to support an immediate overthrow of the Provisional Government before elections to the Constitutional Assembly in November and meeting of the All Russian Council of Soviets in late October. Lenin knew that the Bolsheviks would not have overall control of either and needed to act immediately. Lenin even threatened to resign but his ideas were accepted
  - Trotsky led the Military Revolutionary Committee which organised and planned the take-over of key buildings and places of strategic importance in Petrograd. The Provisional Government put up little resistance. According to Lynch, the Bolsheviks were “knocking at an open door”
- Any other valid point [12]

- 5 (a) (i) Give **two** effects of War Communism on the lives of the peasants in Russia between 1918 and 1921.

**Target AO1:** Recall of knowledge

- The peasants had supported the SRs and the Bolsheviks resented the power of the mir which ran the villages and divided land among the peasant families. War Communism ended the mir
- Peasants were forced to hand over grain to feed the city workers and the Red Army during the Civil War. Peasants destroyed crops and animals in retaliation at the seizure of food by Cheka squads. Agricultural production fell by two-thirds and an estimated 5 million people died in the famine of 1920–1921
- In Tambov province in central Russia there was a rebellion against the Bolsheviks. 50,000 Bolshevik soldiers were needed to crush this revolt

Any other valid point [2]

- (ii) Give **one** reason for and **one** result of the Kronstadt Mutiny.

**Target AO1:** Recall of knowledge

Reasons for:

- The Kronstadt Mutiny was a revolt by sailors at the Kronstadt naval base. Workers in Petrograd joined the sailors. These two groups had been key supporters of the Bolsheviks. The harsh conditions imposed on workers, the rampant inflation and widespread famine during the Civil War made War Communism very unpopular
- The workers and sailors resented the growing power of the Bolshevik Party and its officials at the expense of the workers. The soviets which represented the workers were being sidelined. The slogan of the Kronstadt sailors was “Soviets without Bolsheviks”

Results of:

- The Bolsheviks crushed the Kronstadt Mutiny. Over 60,000 Red Army troops stormed the naval base and met fierce resistance. Most of the leaders were shot and those who took part hunted down and executed
- The Kronstadt Mutiny was a shock to Lenin and the Bolsheviks because it involved two groups who had been loyal supporters. It led Lenin to change his economic policy and abandon War Communism which was very unpopular
- It showed that Lenin was prepared to compromise his beliefs in the short term to ensure the survival of the Revolution. Lenin stated that the New Economic Policy was “one step backwards to take two steps forward”. This introduced some features of capitalism into the economy. Small privately-owned firms employing less than 15 people were permitted
- A new currency was introduced, the new rouble and bonuses were given for increased production. Private trading was introduced to encourage production of consumer goods like shoes and clothes

Any other valid point [2]

- (b) (i) How did the NEP affect the lives of peasants in Russia between 1921 and 1924?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of how the NEP affected the lives of peasants in Russia between 1921 and 1924. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- The NEP reduced state control of agriculture. War Communism and the forced seizure of food ended. Peasants had to give part of their crops to the state but they could sell their surplus grain for profit on the open market
- Famine ended and agricultural production began to recover. The grain harvest increased from 37 million tons in 1921 to 51 million tons in 1924
- The NEP led to the emergence of a richer, more industrious class of peasant called the kulaks. These became quite rich and bought extra land and animals. However, most peasants remained poor and continued to use backward methods of farming
- Peasants were unhappy that the price of grain fell behind that of industrial goods, e.g. tractors and ploughs. Peasants were unable to afford the inflated price of manufactured goods. This “scissors crisis” lasted until 1923 when increased industrial production led to a fall in prices

Any other valid point [4]

- (ii) What actions did the Bolsheviks take to increase their control over Russia from the October Revolution until the outbreak of the Civil War?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of how the Bolsheviks imposed their control over Russia before the outbreak of the Civil War in 1918. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- The Bolshevik government, the Sovnarkom ruled a small area centred on Petrograd and Moscow. It put into practice some of the key promises in the April Theses. State Capitalism gave workers control of factories and removed managers. Workers were given an 8 hour day
- The Land Decree in December 1917 legalised the peasants' seizure of land. The landed estates of the Tsar, the nobility and the Orthodox Church were divided up by committees of peasants. This went against the Bolshevik belief in state control of land but was popular with the peasants
- The Bolsheviks won only 175 seats in the Constituent Assembly compared to 370 for the SRs. Lenin however, refused to recognise the result and hand over control. The Red Guards were sent to close down the Constituent Assembly by force in January 1918 after only one day
- The Bolsheviks were determined to take Russia out of World War One. In March 1918 the Treaty of Brest-Litovsk was signed with Germany. Its severe terms shocked many Russians. Russia lost  $\frac{1}{6}$  of its population,  $\frac{1}{4}$  of its farmland and  $\frac{3}{4}$  of its coal and iron deposits
- The Bolsheviks set up the Cheka, the secret police in December 1917. It used force against their political opponents. The Liberals and Kadet parties were banned. Opposition newspapers were closed down and anyone who spoke out against the Bolsheviks was arrested
- The Bolsheviks introduced revolutionary changes to society. Women were given equal rights in marriage. There were radical changes in education and the role of the Russian Orthodox Church in Russian society was reduced

Any other valid point

[5]

(c) How and why did the White Army lose the Russian Civil War?

- Weaknesses of the White Army
- Strengths of the Red Army
- Lenin's policies to help the Red Army

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[4])**

Answers will be narrative and will develop the question in a general way. Answers may lack balance and development in explanation. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. Each of the guidelines should be used to provide a balanced and well-informed analysis of how and why the White Army lost the Russian Civil War. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers may refer to **some** of the following:

**Weaknesses of the White Army**

- The White Army was divided and consisted of an uncoordinated collection of groups with very different aims, united only by dislike of the Bolsheviks. Right-wing groups wanted a return of the Tsar; the SRs wanted the Constituent Assembly; foreign armies wanted Russia to enter the war and national groups, e.g. the Ukrainians wanted independence
- The White Armies had no command structure and their leadership was divided and weak. They controlled the outlying areas which were sparsely populated. The White Army comprised only  $\frac{1}{3}$  million. There were few factories making weapons and a poor railway network prevented a coordinated attack by different groups. Thus the Reds were able to pick off the White Armies one by one
- The White Armies treated the peasants and workers very harshly in the areas they controlled. There were anti-Jewish pogroms and ethnic fighting in the Cossack-controlled areas. General Deniken alienated the peasants by supporting the return of their land to the landlords
- Foreign armies supplied weapons and money to the Whites to encourage Russia to re-enter World War One. The White Armies often sold these weapons and supplies on the “black market”. Bolshevik propaganda portrayed the Whites as disloyal and the Red Army as patriotic against foreign invaders

**Strengths of the Red Army**

- The Red Army occupied the central area which contained the most industrially-developed areas. The Red Army had 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 played a key role in the military success of the Red Army. He was a ruthless and effective military leader. He turned the inexperienced Red Army into a disciplined, well-led and effective fighting force. He forced 22,000 Tsarist officers to provide leadership and used the Cheka to shoot all deserters. He visited the troops at the front in a special train and made rousing speeches
- The Cheka led by Dzerzhinsky organised the Red Terror. Anyone critical of the Bolsheviks was considered a counter revolutionary. Over 20,000 opponents were shot by Cheka squads including Tsar Nicholas II and his family in July 1918. Lenin called for “mass terror against counter revolutionaries”

**Lenin's policies to help the Red Army**

- Lenin gave the Bolsheviks committed leadership in achieving their key aim of preserving the Bolshevik Revolution and extending its control
- Lenin organised War Communism to ensure that industry and agriculture in the Bolshevik controlled areas was geared to supply the Red Army. The Cheka seized grain from the peasants. In factories the workers had to work long hours to ensure that weapons and equipment were sent to the Red Army
- The Bolsheviks used propaganda to portray the Red Army as patriots fighting to save Russia from foreign control. The Whites were portrayed as “puppets of the West”

Any other valid point

[12]

AVAILABLE  
MARKS

25

- 6 (a) (i) Give **one** reason for and one result of the Nazi-Soviet Pact, August, 1939.

**Target AO1:** Recall of knowledge

Reason for:

- USSR's fears of a German invasion gave it more time to make military and economic preparations
- The Pact contained a secret clause to give East Poland to the USSR
- Stalin was disillusioned with the policy of appeasement followed by Britain and France towards Germany. He was also annoyed that the West had excluded the USSR from the Munich Conference

Result of:

- The USSR gained East Poland and took control of the Baltic States and all land lost in the Treaty of Brest-Litovsk
- Stalin gained praise as the Pact guaranteed peace with Germany for ten years. Stalin believed that it safeguarded the USSR's security by avoiding an invasion from the West

Any other valid point [2]

- (ii) Give **one** reason for the German invasion of the USSR and one reason for Germany's failure to defeat the USSR in 1941.

**Target AO1:** Recall of knowledge

**Reason for Germany's invasion of the USSR**

- Hitler's aim in signing the Nazi Soviet Pact was cynical. Hitler's long-term aim was to invade and occupy Slav lands in the east. This was central to the policy of lebensraum
- By 1941 Germany had control of most of Western Europe. Hitler was now stronger and did not have to face the prospect of war on two fronts. Operation Barbarossa was planned on a huge scale

**Reason for Germany's failure to defeat the USSR in 1941**

- Stalin had made military and economic preparations, 1939–1941. 1500 large factories and railways were relocated east of the Urals
- Stalin's "scorched earth" policy slowed down the German advance. It made it difficult for the German army to get supplies because of the size of the USSR
- The beginning of the offensive was delayed. The German army had only prepared for a short blitzkrieg. The German army was not fully prepared for the severity of the Russian winter and suffered terribly from cold and shortage of supplies. The German army failed to capture Leningrad and Moscow and had to retreat

Any other valid point [2]

- (b) (i) How did Collectivisation affect agriculture and the lives of peasants in the USSR by 1939?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of the effects of Collectivisation on agriculture and the lives of peasants in the USSR by 1939. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- Individual farms were taken from the peasants and turned into state-owned collective farms called kolkhozes, each comprising 50 to 100 households. 99% of farms were collectivised by 1939. Peasants were able to keep a small plot and some animals
- Kolkhozes were run by state officials. Motor tractor stations were set up to organise the supply of machinery and seeds and collect quotas of grain. They regulated wages and the amount of food that each farmer could keep
- Collectivisation of agriculture created turmoil and a high human cost as kulaks resisted enforced collectivisation. They killed livestock and refused to plant crops. Between 1929 and 1933,  $\frac{2}{3}$  of all sheep and goats and  $\frac{1}{2}$  of all horses, vital for agricultural work were killed
- Over 5 million kulaks were killed or sent to labour camps in 1931 and in the Ukraine up to 5 million died in the famine there between 1932 and 1934
- Agricultural production remained low and did not reach 1928 levels until World War Two. State procurement of grain did increase, allowing it to feed the growing industrial workforce and buy equipment abroad

Any other valid point

[4]

- (ii) How did Stalin deal with political opposition in the 1930s?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of how Stalin dealt with political opponents in the 1930s. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- Stalin was paranoid and believed that any criticism was a conspiracy against him. He used terror to deal with political opposition. Kirov, the Leningrad party leader was killed in 1934. This marked the start of the Great Purges between 1934 and 1938 when he got rid of most of the middle and upper layers of the Communist Party. 90 out of 139 members of the Central Committee of the Communist Party were killed in these purges. Overall,  $\frac{1}{5}$  of all members of the Communist Party were expelled or killed in the 1930s
- Stalin embarked on a series of “Show Trials” against his leading rivals in the Communist Party, e.g. Zinoviev and Bukharin. They made public confessions to outrageous crimes and were sentenced to death
- In 1938 and 1939 there were purges of the leadership of the army, navy and air force and even the NKVD itself with the execution of Yagoda
- A climate of fear and suspicion existed in the USSR in the 1930s. The NKVD or secret police played a key role in enforcing Stalin’s policies. Up to 20 million were sent to labour camps or gulags set up in remote areas such as Siberia. They played a key role in the industrial programme of the Five Year Plans. Over 60% died there due to lack of food and the terrible working conditions

Any other valid point

[5]

(c) Why did Stalin introduce the Five Year Plans in 1928 and how did they affect industry and the lives of workers?

- Reasons for the Five Year Plans
- Effects on industry
- Effects on the lives of workers

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[4])**

Answers will be narrative and will develop the question in a general way. Answers may lack balance and development in explanation. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. Each of the guidelines should be used to provide a balanced and well-informed analysis of why Stalin introduced the Five Year Plans and their effects on industry and the lives of workers. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers may refer to **some** of the following:

**Reasons for the Five Year Plans**

- A key aim of the Five Year Plans was the survival of communism. Stalin wanted to build up the USSR's industrial base to enable it to withstand a military invasion from a hostile West which was much stronger industrially. Stalin warned of the urgency of industrial and military modernisation: "we are 50 to 100 years behind the advanced countries. We must make good this distance in 10 years. Either we do it or we will be crushed"
- The NEP was unpopular with party members because of its compromise to capitalism and dislike of the kulaks and Nepmen. Stalin was unhappy with the NEP as industrial production was improving too slowly. By 1929 Stalin had defeated his rivals in the Politburo and was able to take action
- Stalin's aims in introducing the Five Year Plans were linked to the modernisation of agriculture through collectivisation. The use of new machinery would increase production and free millions of peasants to work in the towns. Industrialisation would increase the proletariat, the backbone of the communist revolution. This gave an ideological motive for Stalin's decision to introduce the Five Year Plans

**Effects on industry**

- The Five Year Plans created a planned economy organised centrally by Gosplan. There were three Five Year Plans between 1928 and 1941. These set high targets for all factories and industries in order to drive up production
- The focus of the first two Five Year Plans was heavy industry. The second Five Year Plan resulted in the development of new industries and towns in the remote areas of Russia, east of the Ural Mountains. New industrial cities for example Magnitogorsk and Gorki were built mainly in the remote resource-rich eastern part of Russia. The third Five Year Plan focused on arms production to meet the threat from Germany. By 1941, the USSR was at war
- Coal production increased from 35 to 166 million tons and steel from 4 to 18 million tons from 1928 to 1940. By 1941, 38% of the Russian population was working class: the USSR had by 1941 become an urban society

**Effects on the lives of workers**

- Workers had to work long hours for poor wages. There was much enthusiasm as the Five Year Plans were seen as a way of transforming society and creating a proletarian-dominated country. Awards and honours were given to encourage increased production. The model worker was the coal miner Alexei Stakhanov who over fulfilled his production quota by 1400%. Workers who exceeded targets received better housing and holidays

- The second Five Year Plan led to significant growth in the metal and chemical industries. A new technical elite of skilled workers did well, with over 250,000 engineering graduates between 1928 and 1940
- The standard of living of most workers, especially in housing remained poor. The planned increase in production of consumer goods, e.g. shoes and clothes in the second and third Five Year Plan, was abandoned as resources were diverted to the military

Any other valid point

[12]

AVAILABLE  
MARKS

25

**Key Issue:** 1920s America

- 7 (a) (i) Give **two** reasons for the failure of Prohibition in the USA in the 1920s.

**Target AO1:** Recall of knowledge

- There was a lack of public support and respect for Prohibition in a democracy. Non-WASPs resented the loss of freedom of choice. Even President Harding drank alcohol in the White House
- Prohibition was difficult to enforce and soon gangs, especially the Mafia controlled the supply and distribution of alcohol. The Mafia, led by Al Capone controlled bootlegging or the illegal import of alcohol from Canada and the West Indies
- Illegal liquor called moonshine was brewed using illegal stills in people's homes. In 1930, over 280,000 illegal stills were seized
- The Mafia and other gangs controlled the illegal saloons or speakeasies where people could easily obtain alcohol. There were over 30,000 speakeasies in New York in 1929
- 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

[2]

- (ii) Give **two** reasons why the USA followed a policy of isolationism in the 1920s.

**Target AO1:** Recall of knowledge

- The Republican Party was in power in the 1920s. Isolationism was the traditional foreign policy aim of the Republican Party. Harding won the presidential election in 1920 with a call for “a return to Normalcy”
- Wilson's plan for the League of Nations was unpopular, especially after the USA's involvement in World War One. 120,000 Americans were killed and the USA lent Britain and France \$10 billion
- Isolationism reduced tensions between different immigrant groups in the USA. The USA was an ethnic melting pot and USA involvement in foreign wars could increase tensions between these groups
- Americans concentrated on the economic boom in the 1920s. Isolationism allowed the Republican governments to impose tariffs on foreign imports to protect American industry

Any other valid point

[2]

- (b) (i) How did the motor car industry affect the American economy in the 1920s?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of how the motor car affected the American economy in the 1920s.

Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- The motor car industry was the leading employer in the 1920s. One in seven factory workers produced cars, especially at Ford's huge factories in Detroit and Toledo
- The motor car industry pioneered mass production techniques based on electrical power. In Henry Ford's assembly line, work was carefully planned and each worker had a specialised task in the process. The production of a car was divided into 45 different parts
- The use of the conveyor belt speeded up production. The giant Ford factory in Detroit made one car every 10 seconds. As a result, Ford reduced the cost of a car to \$295 and still became very rich. Workers in Ford's factories were well paid at \$5 per day but the work was monotonous
- The car industry led to ancillary industries and was a major cause of the growth of the glass, rubber, steel and oil industries. The development of the road network provided employment in construction

Any other valid point [4]

- (ii) How did the cinema and jazz music influence attitudes and lifestyle in the USA in the 1920s?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the effects of jazz music and the cinema on attitudes and lifestyle in the 1920s. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

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

Any other valid point

[5]

(c) How and why did immigrants and Black Americans face hostility in the USA in the 1920s?

- Reasons for hostility towards immigrants and Black Americans
- Actions against immigrants
- Actions against Black Americans

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[4])**

Answers will be narrative and will develop the question in a general way. Answers may lack balance and development in explanation. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. Each of the guidelines should be used to provide a balanced and well-informed analysis of actions against immigrants and Black Americans and reasons for these actions. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers may refer to **some** of the following:

**Reasons for hostility towards Black Americans and immigrants**

- Immigrants were seen as a threat to the WASP way of life. They lived in ghettos in the big cities and were linked to a growth in crime
- Most new immigrants were Jews and Catholics and were viewed with suspicion by the Protestant WASPs
- Immigrants were also seen as a threat to the jobs of WASPs as they undercut wages
- Some immigrants were linked with anarchism and the threat of a Communist revolution, e.g. the Sacco and Vanzetti case
- Blacks made up 11% of the population and were treated as second class citizens, especially in the Southern States. There were violent clashes between Blacks and Whites in Chicago and other northern cities in the early 1920s
- Most Blacks lived in the Southern States. Whites feared that Black Americans would gain political control of the Southern States and were determined to prevent this

**Actions against Immigrants**

- The Palmer Raids in 1918 led to the deportation of 6,000 immigrants suspected of being Communist sympathisers in the Red Scare
- In the 1920s a series of laws imposed quotas or strict limits on the number of immigrants allowed into USA. The Immigration Quota Acts only allowed 3% of the 1910 number to enter. These laws screened out immigrants from East and Southern Europe and Asia
- The Sacco and Vanzetti Case symbolised intolerance towards immigrants as two Italians were executed on very flimsy evidence in a famous miscarriage of justice

**Actions against Black Americans**

- Blacks in the USA made up 10% of the population and lived mainly in the Southern States. The state governments there passed the Jim Crow Laws which ensured that the Black Americans did not have equal civil rights. The principle of the Jim Crow Laws was segregation. Black Americans were denied equality in education, housing and access to the law and public amenities
- The Ku Klux Klan became strong in the Southern States with 5 million members in 1925. It used violence and intimidation to ensure the supremacy of the WASPS, e.g. preventing Black Americans from voting or buying property. Over 400 Blacks were illegally killed or lynched by the KKK in the 1920s

Any other valid point

[12]

25

8 (a) (i) Give one effect of each of the following on the American economy:

- Tariffs
- Unequal division of wealth

**Target AO1:** Recall of knowledge

**Tariffs**

- Tariffs were taxes which made imports more expensive compared to American made goods. The Fordney-McCumber Laws, 1923 helped shield American producers from foreign competition
- Tariffs had a negative effect as European countries retaliated. Thus the USA was not able to export its surplus goods. This led to overproduction as more cars and consumer goods were produced and the American market became saturated

**Unequal division of wealth**

- Almost 50% of American families had an income below \$2000 per year and could not afford luxury goods. The wealth of America was unequally divided with 5% of the population owning 33% of the wealth
- Key groups excluded were farmers and farm labourers as food prices fell; workers in the textile and coal industries, immigrants and Black American sharecroppers. These groups were unable to buy cars and consumer goods which led to overproduction in the American economy by the autumn of 1929

Any other valid point [2]

(ii) Give **two** effects of the Depression on the lives of farmers and sharecroppers.

**Target AO1:** Recall of knowledge

- Farmers had missed out on the economic boom of the 1920s as grain and meat prices continued to fall. 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. By 1932 over 40% of all farms were mortgaged to banks due to debt
- Black sharecroppers and farm labourers lost their jobs. Many experienced severe hunger. At the same time 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 Mid West the position of farmers was worsened by the Dust Bowl in which 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

Any other valid point [2]

- (b) (i) How did problems with share dealing and banking lead to the Wall Street Crash?

AVAILABLE  
MARKS

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of how problems with share dealing and banking led to the Wall Street Crash. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

**Share dealing**

- The economy prospered during the 1920s and business profits increased. The value of company shares in the New York Stock Exchange increased to reflect rising company profits. There was little regulation of the Stock Exchange
- From 1925 onwards more people began to speculate or invest in companies for short-term profit. A share-buying craze began in 1927. Between 1927 and 1929 over 1 million Americans became share speculators. This pushed the value of shares far higher than company profits, e.g. Radio shares increased from 94c in March 1928 to 505c in September 1929
- Speculators bought shares “on the margin” with borrowed money. Speculators could borrow 90% of the share price and sell the shares later at a profit. This system could only continue if share prices kept increasing. These small investors could not pay back loans to the banks if share prices fell

**Banking**

- There was little regulation of the banking system before 1929. Banks used savers’ deposits to invest in shares and lent money to stockbrokers and speculators. Banks also lent money to unsound companies. Banks contributed to the Wall Street Crash by putting pressure on speculators which led to panic selling of shares
- Banks tried to recover their debts but many faced a short fall. There was a loss of confidence by savers and a rush to withdraw money. 642 banks collapsed in 1929
- Banks became very reluctant to lend money to businesses to keep industry going. This led in turn to cut backs in investment and production and a vicious cycle of falling demand and rising unemployment

Any other valid point

[4]

- (ii) How were the lives of city workers and the unemployed affected by the Depression?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of the effects of the Depression on the lives of city workers and the unemployed. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- The American economy plunged into a vicious cycle of overproduction and under consumption. By 1932, 109,000 factories had closed. Overall, production fell by 50%; car production had decreased by 80%
- 25% of the workforce or 14 million were unemployed by 1933. There was no unemployment benefit and the unemployed endured great hardship during the Depression. People had to queue in breadlines for free bread and soup from private charities. Thousands went hungry and  $\frac{1}{3}$  of all children in New York were malnourished
- Thousands of unemployed who could not pay their rent or mortgage were evicted. They moved to shanty towns consisting of cardboard and tin huts sarcastically called Hoovervilles, situated at the edge of most cities
- Many unemployed tramped the streets looking for work. 2 million hobos travelled illegally on freight trains all over the USA in search of seasonal work. Some tried to make a living by selling coal and apples. There were 6,000 apple sellers in New York in 1932. Some resorted to petty crime, begging and even prostitution
- Those in employment worried about the security of their jobs. Employers cut wage rates: the average hourly wage in manufacturing industries fell from 59 cents to 44 cents from 1929 to 1933. Workers had also to work longer hours. In Chicago in 1932 the city government ran out of money and the wages of civil servants and teachers were unpaid

Any other valid point

[5]

(c) Explain how and why Hoover failed to deal with the effects of the Depression between 1929 and 1932.

- Personality and beliefs of Hoover
- Actions towards industry and the unemployed
- Actions towards agriculture and farmers

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[4])**

Answers will be narrative and will develop the question in a general way. Answers may lack balance and development in explanation. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. Each of the guidelines should be used to provide a balanced and well-informed analysis of how Hoover dealt with the effects of the Depression. Spells, punctuates and uses the rules of grammar with consistent accuracy  
Answers may refer to **some** of the following:

**Personality and beliefs of Hoover**

- Hoover was a Republican and held strong belief in laissez-faire or little government interference. Hoover was a self-made millionaire with a deep belief that government help would only encourage dependence on the government
- Hoover also believed in “Rugged Individualism”. Americans could only succeed by their own efforts and not receive help from the federal government
- The Wall Street Crash triggered a world depression of great length and severity. Hoover was a Quaker and he did care about the social effects of the Depression, e.g. he took no salary
- However, Hoover underestimated the seriousness and length of the Depression. His reassuring statements such as “Prosperity is just around the corner” rang hollow

**Actions towards industry and the unemployed**

- Before 1931, Hoover did little to deal with poverty and unemployment. He relied on Voluntarism. Employers were encouraged not to sack workers or reduce wages. However, unemployment increased from 1.5 million in 1929 to 14 million in 1932
- In 1931 Hoover spent \$423 million on a building programme that provided jobs, e.g. the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment
- In 1931 Hoover reversed his laissez-faire policy and the federal government lent \$1,500 million to businesses and banks in difficulty. This was seen as too little too late and a desperate ploy to win support in the presidential election

**Actions towards agriculture and farmers**

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

Any other valid point

[12]

AVAILABLE  
MARKS

25

- 9 (a) (i) Give **two** actions taken by the Agricultural Adjustment Administration to deal with the problems of agriculture and farmers.

**Target AO1:** Recall of knowledge

- The New Deal aimed to improve agriculture by increasing farm prices and the incomes of farmers. The Agricultural Adjustment Administration was set up to deal with the problems of over-supply and low prices
- Compensation was paid to farmers to reduce the amount of crops sown and animals bred. 6 million piglets were killed and millions of acres of cotton and wheat were ploughed up.
- By 1939 food prices increased, farm debt was halved and farm income doubled

Any other valid point [2]

- (ii) Give **two** actions taken by the Tennessee Valley Authority to deal with the problems of the Tennessee Valley between 1933 and 1939.

**Target AO1:** Recall of knowledge

- The Tennessee Valley Authority built 33 dams on the Tennessee River and by controlling water flow, made a vast area of 40,000 square miles (covering 7 states) productive again
- The building of hydro-electric power stations provided cheap electricity for this area. Industries such as light engineering moved into the area to take advantage of cheap power
- A new 650 mile waterway linked the major river systems to give easy access to the area and promote tourism
- Thousands of new jobs were created in this region by the Tennessee Valley Authority

Any other valid point [2]

- (b) (i) In what ways did the New Deal fail to improve the lives of some groups in the USA in the 1930s?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of how some groups in the USA failed to benefit from the New Deal. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- Sharecroppers and farm labourers failed to benefit from the New Deal. The AAA policy of destroying cereal and cotton crops meant fewer jobs for labourers. Thousands were forced to migrate west or to the cities in search of work. Many unemployed labourers and sharecroppers experienced hunger
- The New Deal gave little help to the farmers affected by the Dust Bowl in the Mid-West
- The Farm Security Administration in 1937 gave loans to tenant farmers and share croppers to buy land and resettle. Labour camps were set up for migrant farm workers
- The New Deal failed to help Black Americans who remained second-class citizens. Racism and segregation continued especially in the Southern States. About 200,000 Black Americans took part in the CCC schemes between 1933 and 1941
- The New Deal schemes were based around construction and manual work which favoured men. Few New Deal schemes were aimed at women. Only 8,000 women were employed in the CCC schemes

Any other valid point [4]

- (ii) How did the Supreme Court and the Republican Party cause problems for Roosevelt and the New Deal?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of the attitude of the Supreme Court and the Republican Party to the New Deal. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

**Supreme Court**

- The Supreme Court was the “Guardian of the Constitution”. Most of its 9 judges were Republican. They believed that the federal government and the President were exceeding their powers in the New Deal agencies. The Supreme Court caused problems by declaring 11 of Roosevelt’s New Deal agencies unconstitutional

- In 1935 the Supreme Court found the NRA codes unconstitutional in the *Sick Chikens* 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 AAA codes unconstitutional. The AAA gave farmers loans to plough up land and kill animals. The Supreme Court ruled that these subsidies could only be made by state governments
- Roosevelt failed in his attempt to pack the Supreme Court with his supporters in 1937. Many Americans thought that he was exceeding his powers. After this however, the Supreme Court accepted most parts of the AAA and the NRA

#### **The Republican Party**

- 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. They joined Big Business and set up the Liberty League to oppose Roosevelt and the New Deal in the 1936 Presidential elections
- The Republican Party accused Roosevelt of excessive spending of taxpayers' money. The New Deal agencies cost \$17 billion. They pointed to the waste of money, e.g. the "boondoggles" as part of the WPA schemes
- Republicans accused Roosevelt of turning the USA into a socialist state, e.g. by legalising trade unions and increasing workers' rights. Roosevelt was seen as a traitor to his class

Any other valid point [5]

(c) Explain how and why the New Deal affected industry and the lives of workers.

- Roosevelt's ideas on the economy and the Depression
- Agencies dealing with industry and the unemployed
- Agencies dealing with workers' rights

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

#### **Level 1 ([0]–[4])**

Answers will be narrative and will develop the question in a general way. Answers may lack balance and development in explanation. Spells, punctuates and uses the rules of grammar with reasonable accuracy

#### **Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the effects of the New Deal on the lives of workers and the unemployed. Each of the guidelines should be used to provide a balanced and well-informed analysis. Spelling, punctuation and uses the rules of grammar with consistent accuracy. Answers may refer to **some** of the following:

**Roosevelt's ideas on the economy and the Depression**

- Roosevelt had been Governor of New York. He had limited political experience. He had limited mobility after contracting polio. This gave him greater insight into the problems of the ordinary citizen
- Roosevelt believed in “Action and Action Now”. However, unlike Hoover he had no fixed ideas on how to end the Depression. He was pragmatic and prepared to experiment with a variety of approaches. Roosevelt called unemployment “a subtle destroyer of the human soul”. He believed that federal government-funded job creation schemes were vital
- Roosevelt believed that capitalism and democracy could solve the effects of the Depression. His guiding principles were the 3 Rs: Relief of poverty; Recovery by reviving industry and creating jobs; Reform to make the USA a better place to live for the unemployed, the sick and the old
- Roosevelt sought advice from expert advisers who devised the detailed policies that became the agencies of the New Deal

**Agencies dealing with industry and the unemployed**

- There were 13 million unemployed in 1933 and industrial production had fallen by 50%. Roosevelt had promised that reducing unemployment was a central aim of the New Deal
- The Public Works Administration was a key agency providing work schemes for skilled workers, e.g. electricians and engineers. It was led by Harold Ickes and spent \$7 billion on public work schemes between 1933 and 1939. It built 70% of American schools and 35% of American hospitals
- The Works Progress Administration led by Harold Hopkins provided over 2 million jobs each year. It had a much wider range of projects, e.g. work for photographers, actors and painters. By 1937 over 20% of American workers were employed on WPA schemes. It was criticised for creating “Boondoggles” or jobs of limited economic value
- The Civilian Conservation Corps provided work on environmental and conservation work for up to 2.5 million young men under 23. They were given free food, \$1 per day and lived in 13,000 CCC camps all over the USA

**Agencies dealing with workers' rights**

- Workers welcomed the National Recovery Administration which aimed to improve workers' conditions and rights. It aimed to improve cooperation between management and workers. The NRA codes established a minimum wage and banned child labour. Over 2 million firms and 16 million workers were part of the NRA Blue Eagle Scheme
- The Wagner Act in 1935 legalised trade unions and gave them rights to negotiate wages and conditions with employers. Many employers bitterly resisted the trade unions which they regarded as a sign of communism. Union membership increased from 3 to 10 million during the New Deal.

- The Social Security Act in 1935 established unemployment benefit and retirement pensions funded by a tax on employers. The federal government took greater responsibility for meeting the needs of vulnerable groups in society
  - The Fair Labour Standards Act, 1938 set minimum wage levels and maximum hours of work
- Any other valid point

[12]

**Section A**

AVAILABLE MARKS	
	25
	<b>50</b>

## Section B

AVAILABLE  
MARKS

Answer **two** questions from your chosen subject.

### **B1: Peace, War and neutrality: Britain, Northern Ireland and Ireland and the Second World War c1932–1949**

(Answer **two** questions from Part B1 or B2)

**Key Issue:** Anglo-Irish relationships in the 1930s.

#### **10 (a) Target AO1:** Recall of knowledge

- (i) Give **two** ways in which the Anglo-Irish Treaty of 1921 was changed by de Valera.

Any **two** of the following:

- He replaced the post of Governor General
- The Oath of Allegiance was abolished
- The head of state was no longer to be the British monarch but an elected president
- Free State citizens could no longer use the Privy Council to appeal decisions made in Irish courts
- The name of the country became Eire
- Britain returned the Treaty Ports in 1938

Any other valid point

[2]

- (ii) Give **two** reasons why Eire adopted a policy of neutrality at the outbreak of World War Two.

Any **two** of the following:

- Neutrality was de Valera's way of maintaining Eire's independence
- There was a belief that Germany posed no threat to Eire
- Eire had an inadequate army and navy
- Eire could not afford to spend money on rearmament
- Some people in Eire had sympathy for Germany

Any other valid point

[1] for each answer

[2]

- (b) (i) How did the Anglo-Irish Agreement of 1938 end the Economic War?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

#### **Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

#### **Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of the end of the Economic War. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- By 1938 both governments appeared anxious to end the trade war. Britain was eager to be on better terms with Eire because of the increasing tension in Europe and ongoing threat of war
- The Economic War was ended by an agreement in April 1938, which terminated the Trade War between Britain and Eire
- There was a removal of all special tariffs on British and Irish goods sold in each jurisdiction
- Eire agreed to pay Britain a lump sum of £10 million in settlement for all claims for land annuities (these were worth an estimated £78 million)
- Britain returned all three Treaty Ports of Berehaven, Cobh and Lough Swilly without any specific assurance that Britain would have the use of them in time of war

Any other valid point.

[4]

- (ii) In what ways did Britain follow, and then abandon, its policy of appeasement towards Germany in the 1930s?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spell, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- Examples of Britain following appeasement in the 1930s may refer to the Anglo-German Naval agreement of June 1935
- Britain took no action when Hitler gambled by sending troops into the demilitarised Rhineland in March 1936
- Britain remained inactive when the Anschluss occurred in March 1938 at the Munich Conference in September 1938, Chamberlain gave in to Hitler's demands over the Sudetenland
- Munich was to mark the end of appeasement, as Chamberlain expected Hitler to keep his pledge that the acquisition of the Sudetenland would be his last territorial demand in Europe
- When Hitler occupied Prague in March 1939, he tore up the Munich Agreement, whereupon the policy of appeasement ended

- Hereafter, Britain believed that negotiations with Hitler over subsequent territorial claims would be pointless since he could not be trusted
- When Hitler claimed Danzig, Britain gave the Polish Guarantee
- The Nazi-Soviet Pact convinced Britain that Hitler was determined to conquer Poland
- Hence the British ultimatum to Hitler, the rejection of which resulted in war between Britain and Germany.

Any other valid point [5]

- (c) (i) Explain how the Economic War affected the economies of Britain, Northern Ireland and Eire.

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[2])**

Answers will include more detail and provide some analysis of the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will include more detail and provide some analysis of the questions. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide an accurate account of the effects of the Economic War. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- Britain suffered notably less than Eire because of the diversity in the economy
- There was an increase in unemployment in some parts of Britain, e.g. in ports that handled trade from Eire
- Welsh mineowners impressed upon the government their fears of losing the Irish market to other coal importers
- Eire experienced hardship, since 90% of Eire's exports went to Britain. Since most of these exports were agricultural, Irish farmers suffered as import taxes made Irish goods too expensive and so Irish farmers lost their main export market
- Cattle and livestock prices fell in Eire. Eire farmers could find no other market. Some farmers went bankrupt
- Irish farmers were encouraged to grow wheat and sugarbeet in order to become self-sufficient
- Cement factories were established in Drogheda and Limerick, while the Eire government spent £1 million on improving bridges and rural cottages
- There was a severe shortage of coal and steel which was important for Eire's industry and transport system
- The peat industry in Eire benefited because of the scarcity and cost of coal

- Northern Ireland farmers did not have to pay the 20% duty, which Britain had imposed on goods which entered the UK from Eire
  - The Economic War also damaged trade with Northern Ireland, as smuggling increased in order to avoid paying duties
- Any other valid point [6]

(ii) Explain how Britain prepared for war before 1939.

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[2])**

Answers will be narrative with little explanation and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will provide a more developed analysis and explanation of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide a well-informed analysis and explanation of the question, Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following;

- There was a huge increase in the size of the Royal Navy
- A radar system was developed
- There was increased production of and development of new fighter planes, such as the Spitfire and the Hurricane
- New heavy bombers were built, such as the Blenheim and the Lancaster, which were capable of flying to Germany
- The RAF was organised into three wings: fighter, bomber and coastal command
- Conscription was introduced in April 1939
- For defence from air attack, anti-aircraft guns, searchlights and barrage balloons were built
- A civilian force was created to organise Air Raid Protection
- Over 400,000 Anderson shelters were ordered
- Gas masks were distributed to the whole population
- Plans were made for a mass evacuation of women and children from London and other cities as soon as war was declared

Any other valid point [6]

25

**11 (a) Target AO1a:** recall of knowledge

- (i) Give **two** examples of how the government of Eire followed a policy of neutrality during World War Two.

Any **two** of the following:

- Eire government confiscated the radio used by the German ambassador in Dublin
- Eire denied the allies the use of Irish ports and airfields
- Eire secretly allowed crashed allied airmen to be repatriated, while their German counterparts were interned
- In a secret deal with de Valera the RAF was allowed to overfly County Donegal between Beleek and the coast, a move which facilitated the effectiveness of Atlantic patrols
- US aircraft were later allowed to use the air corridor
- De Valera protested at the arrival of US troops in Northern Ireland
- Eire resisted US pressure to end neutrality after USA entered the war in 1941

Any other valid point. [2]

- (ii) Give **two** effects of World War Two on the lives of people in Eire.

Any **two** of the following:

- The Emergency Powers Act was introduced giving the Eire government wide-ranging powers to take any decision that they thought fit in order to secure public safety and that of the state
- German aircraft bombed Dublin on 30–31 May 1941, killing 28 people and causing some damage
- Nearly all Irish overseas trade was carried on British ships. Since the British needed these ships for the war effort, there was a drop in the amount of food imported into Eire, resulting in shortages
- Unable to import raw materials or food, many industries closed down
- Unemployment rose and there was much emigration to Britain
- Eire expanded its army, which was supported by Local Defence Volunteers
- Thousands of Eire citizens joined the British army and merchant navy, while over 100,000 Irish people worked without restriction in British munitions factories in wartime
- There was an increase in smuggling across the border between Eire and Northern Ireland. There were no blackout regulations in Eire and many servicemen crossed into Eire for entertainment
- The Eire government acted against the IRA, executing 6 members in 1942 and taking 1,100 into custody during the war

Any other valid point [2]

- (b) (i) In what ways did the RAF help to defend Britain during World War Two?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- The RAF won the Battle of Britain, thereby preventing Operation Sealion, Hitler's planned invasion of Britain
- The control of the skies by the RAF meant that they could attack German shipping and RAF attacks on Berlin forced the Germans to abandon daylight raids and return to night attacks on London
- The RAF played a role in the D-Day landings
- RAF contributed to victory in the Battle of the Atlantic, sinking U-boats and warships such as the Bismarck

Any other valid point

[4]

- (ii) In what ways did the blackout and rationing affect the lives of people in Northern Ireland during World War Two?

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and provide some analysis of the question. Spells, punctuates and uses the rules of grammar adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- Many people ignored blackout regulations, and when Belfast was bombed in 1941, there were insufficient recruits for the various civil defence services
- Many ARP wardens were regarded with contempt and ridicule
- Cinemas, theatres and dancehalls remained open, unlike those in Britain
- By early 1941, blackout offences in Belfast had reached nearly 1,000 per month
- Rationing of petrol was introduced in September 1939, which meant that only military vehicles and essential users like doctors had a petrol ration
- Private transport virtually ceased, and milkmen had to give up their floats and return to the horse and cart for their deliveries
- Petrol rationing brought heavy traffic to the railways, especially between Belfast and Derry/Londonderry, as coal was plentiful compared to petrol
- The rationing of food included meat, eggs, fruit, sugar, butter and bread
- Rationing contributed to an increase in cross-border smuggling, especially across the Fermanagh border and across Carlingford Lough

Any other valid point

[5]

- (c) (i) Explain how and why the Blitz on Belfast in 1941 caused so much loss of life and damage.

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[2])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will include more detail and provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- The Stormont government believed that Belfast was unlikely to experience hostile air action, leading to inadequate preparations
- There were few barrage balloons and inadequate anti-aircraft gun provision
- There was night time air cover and no searchlight units
- Measures to protect the civilian population were poor, e.g. extra fire engines were almost impossible to obtain because of the demands of English cities

- During the air raid on Belfast in April 1941, the barrage balloons were too low to hinder the German aircraft, while the city's anti-aircraft gunners never made contact with the planes
  - The air raids on Belfast hit the most densely populated areas, killing over 1,100 people and damaging 56,000 houses
  - No British shipyard suffered greater damage during a single raid than did Harland and Wolff as a result of the attack of 4–5 May 1941
- Any other valid point [6]

- (ii) Explain how and why Northern Ireland's industry and agriculture were important to the war effort during World War Two.

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[2])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will include more detail and provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide an accurate and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- Harland and Wolff and the Foyle Yard in Derry/Londonderry built and repaired warships. Shipbuilding was revived in Warrenpoint from 1943
- Tank landing craft which were used in D-Day, were built in Northern Ireland. The linen industry produced 200 million metres of cloth for the armed forces and 30 million shirts
- The Short and Harland aircraft factory in Belfast built 1500 Stirling bombers and 125 Sunderland flying boats
- Some 28,000 workers went from Northern Ireland to work in factories in Britain
- Northern Ireland's agriculture supported the war effort, e.g. supplied 20% of the UK requirement for eggs, and exported £3m worth of sheep and cattle each year
- For most of the war 100,000 litres of milk a day was exported to Scotland

Any other valid point [6]

25

12 (a) Target AO1: Recall of knowledge

- (i) Give **two** problems faced by the people of Northern Ireland before the introduction of the National Health Service.

Any **two** of the following:

- Disease, such as polio and TB
- Lack of basic amenities in houses, which contributed to various health problems
- Families had to pay for medical treatment in various forms, which many could not afford, for doctors, dentists and opticians

Any other valid point [2]

- (ii) Give **two** reasons why some groups in Northern Ireland opposed the introduction of the Welfare State.

Any **two** of the following:

- Unionist politicians were concerned that the Stormont government would have to pay for the cost of welfare, as the first year cost over £200m for both Northern Ireland and Great Britain
- Some Unionists opposed it because of its association with the Labour Party and Socialism
- Middle and upper classes were anxious about the prospect of having to pay higher taxes to pay for welfare
- Doctors were concerned that they might lose their professional independence and become civil servants

Any other valid point [2]

- (b) (i) How did the Declaration of the Republic in 1949 change the relationship between Britain and the Republic of Ireland?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- After the Declaration of the Republic, Britain decided not to regard the Irish Republic as a foreign state, but rather as a friendly neighbour, with whom they could share a special relationship, e.g. there was to be a favoured trading status given to Eire

- Passports were not required travelling between Britain and Eire
- People in the UK and Eire had voting rights in each other's elections
- Work permits were not needed for workers coming from either country

Any other valid point [4]

- (ii) How did people in Northern Ireland and the Republic of Ireland respond to the Declaration of the Republic in 1949?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rule of grammar with consistent accuracy

Reference will be made to **some** of the following:

- Unionists in Northern Ireland felt threatened by the declaration of a Republic, since it was linked with moves to end partition
- Unionist PM Brooke called an election to allow people in Northern Ireland to demonstrate their support for the Union.
- Nationalists demanded the right to sit in the Dail so that Northern Ireland could be represented, but this was refused
- Northern nationalists felt abandoned and resented the declaration of a Republic for the 26 counties
- Some Eire politicians raised funds to help support anti-partition candidates in the election, which aroused great anger among unionists
- Most people in the Republic were satisfied with the declaration as it ended the last ties of the 1921 Treaty and allowed the Republic to assert its independence by declining to join NATO in 1949, on the grounds that this would compromise neutrality and recognise the partition of Ireland

Any other valid point [5]

- (c) (i) Explain how and why changes in health and housing affected the lives of people in Northern Ireland between 1945 and 1949.

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[2])**

Answers will be narrative with little explanation and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will provide a more developed analysis and explanation of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide a well-informed analysis and explanation of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- After 1945 there was a gradual improvement in health standards, e.g. TB and polio were effectively dealt with
- Between 1945 and 1949, family allowances, free medical treatment, prescriptions and National Assistance benefit were all introduced
- By 1962, Northern Ireland had the lowest death rate in the UK, having had the worst in 1939
- A report in 1944 stated that 37% of homes in Belfast were unfit and recommended that Northern Ireland needed over 100,000 new homes
- A Housing Trust was set up in 1945 and started to build these homes over the next twenty years
- These houses were not always allocated fairly, and poor families had little chance of a Housing Trust home

Any other valid point [6]

- (ii) Explain how and why the standard of living in Northern Ireland differed from that of Eire between 1945 and 1949

**Target AO1:** Recall, select and deploy knowledge to analyse and explain a key feature of the period

**Level 1 ([0]–[2])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will include more detail and provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Reference will be made to **some** of the following:

- Eire suffered a severe economic depression after the war
- Eire experienced rationing and high emigration rates
- Eire suffered so badly that de Valera declared a state of emergency in 1947
- The scarcity of building materials in Eire made it difficult to build new homes
- The National Health Service in Northern Ireland highlighted the lack of benefits available in Eire
- The Welfare State in Northern Ireland contrasted with the lack of benefits available in Eire

Any other valid point [6]

Answers should provide clear contrasts between living standards in Northern Ireland and Eire in order to reach Level 3

AVAILABLE  
MARKS

25

**B2: Changing Relationships: Britain, Northern Ireland and Ireland  
c1965–1985**

AVAILABLE  
MARKS

(Answer any **two** questions)

**Key Issue:** Northern Ireland in the 1960s.

**13 (a) Target AO1:** Recall of knowledge

- (i) Give **two** ways in which the RUC responded to civil rights marches between August 1968 and January 1969.

Any **two** of the following:

- Prevented CRA march from Coalisland to Dungannon, August 1968 from reaching its intended destination
- Used perceived heavy-handed tactics to break up CRA march in Derry/Londonderry, October 1968
- Enforced different routes on PD during their march from Belfast to Derry/Londonderry, January 1969
- Seemed to do little to deflect a violent ambush at Burntollet Bridge, on the PD march from Belfast to Derry/Londonderry, January 1969
- Off-duty policemen were suspected of actually taking part in the loyalist ambush at Burntollet

Any other valid point

[1] for each correct answer

[2]

- (ii) Give **two** consequences of the Crossroads Election of February 1969.

Any **two** of the following:

- Reduction in unionist support for O'Neill and his policies
- Divisions in Unionist Party: 27 MPs supported O'Neill and 12 MPs opposed him
- Little or no evidence of support for O'Neill from Catholic voters
- O'Neill almost lost his own Bannside seat to Ian Paisley
- O'Neill didn't win enough support to put him into a position of strength

Any other valid point

[1] for each correct answer

[2]

- (b) (i) How did O'Neill attempt to improve relations with the Republic of Ireland between 1963 and 1969?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- Met with Taoiseach Sean Lemass on 14 January 1965
- Visited Dublin four weeks later, focusing on areas of the economy and tourism
- Spoke on television after Lemass visit, saying that both Northern Ireland and the Irish Republic shared “the same rivers, the same mountains and some of the same problems”
- Taoiseach Jack Lynch visited Northern Ireland in 1967

Any other valid point

[4]

- (ii) In what ways did some unionists challenge O’Neill and his policies in the late 1960s?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- Anger from cabinet about O’Neill’s failure to consult them about Lemass visit
- Ian Paisley and some of his supporters snowballed Lemass’ car during his visit
- Paisley and some of his supporters protested with placards against Lynch’s visit – calling O’Neill a “Lundy”
- September 1966 – Some unionist backbenchers tried to remove O’Neill
- William Craig, Home Affairs Minister condemned O’Neill’s television speech after his 5 Point Reform Programme, arguing O’Neill was giving in to pressure from the British government.

- Faulkner (Deputy Leader) and another cabinet member resigned after the Cameron Commission, established after Burnttollet.
  - Paisley challenged O'Neill in his own constituency during Crossroads Election
  - Chichester-Clark resigned when O'Neill promised to introduce "One-man-one-vote"
  - UVF bombings, spring 1969
- Any other valid point [5]

- (c) (i) Why and how did O'Neill attempt to improve the economy of Northern Ireland between 1963 and 1969?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[2])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

**Why**

Some of the following:

- He wanted to modernise – he believed that “the face of Ulster” had to be transformed if it was to prosper.
- Serious unemployment problems – decline of traditional industries

**How**

Some of the following:

- Invested £900 million in the economy
- Attracted a number of multinational firms, e.g. Dupont, Michelin, Grundig. These created 35,000 new jobs
- Construction of a new motorway system
- Established an Economic Council under Brian Faulkner
- Created a Ministry of Development
- Established a new city called Craigavon
- Established a new university in Coleraine
- A new airport was under development
- Links with the Irish Republic resulted in the signing of an agreement on the supply of electricity from the South
- An oil refinery was opened in Belfast

Any other valid point [6]

- (ii) Why and how did many nationalists support the Northern Ireland Civil Rights Association in the late 1960s?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[2])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide an accurate description and well-informed analysis of the question. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

**Why**

Some of the following:

- Inspiration from the US civil rights movement led by Martin Luther King. Its methods of civil disobedience were very successful.
- Anger at continuous discrimination – e.g. over housing allocation by local councils, over allocation of government jobs, over voting for council elections
- Not satisfied with O’Neill’s symbolic gestures towards Catholics, and a feeling that his policies favoured unionists (e.g. naming of the new city of Craigavon)
- Inspired by the self-confidence of Catholics elsewhere – e.g. John F. Kennedy
- Unhappy with the performance of the Nationalist Party
- Impact of post-war education reforms

**How**

Some of the following:

- Supported NICRA demands for, e.g. fair allocation of council housing, end to gerrymandering, one-man-one-vote, disbanding of the B-Specials
- Took part in the Caledon house squat
- Took part in marches for civil rights, e.g. Coalisland to Dungannon (Aug 1968), Derry/Londonderry (Oct 1968)
- Clashed with police in Derry/Londonderry Oct 1968
- Attempted to get publicity for civil rights, e.g. exploiting the presence of the RTE camera crew in Derry/Londonderry Oct 1968

Any other valid point

[6]

25

14 (a) Target AO1: Recall of knowledge

- (i) Give **two** reasons why the Democratic Unionist Party was formed in 1971.

Any **two** of the following:

- A determination to provide a strong defence of the union. There was a feeling that the Unionist Party wasn't doing enough to achieve this
- A determination to resist the growth of the Provisional IRA
- A resolve to resist concessions to nationalists and civil rights
- A desire to defend the constitution of Northern Ireland
- A concern to pursue more progressive social policies

Any other valid point

[1] for each correct answer

[2]

- (ii) Give the name and **one** aim of a loyalist paramilitary group which emerged before 1972.

Ulster Volunteer Force (UVF)

Any **one** of the following:

- To return to the old days of unionist control
- To target and do harm to Catholics
- To prevent perceived appeasement of Catholics by O'Neill
- Wished to stop IRA violence

**Or**

Ulster Defence Association (UDA)

Any **one** of the following:

- To target and do harm to Catholics
- To fill a gap in the defences of the loyalist community
- To resist republican aggression

Any other valid point

([1] for name of loyalist paramilitary group and [1] for valid aim of loyalist paramilitary group)

[2]

- (b) (i) How did the aims and methods of the Provisional IRA differ from those of the Official IRA?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of how aims and methods of the Provisional IRA differed from those of the Official IRA. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- Official IRA turned away from violence, seeing it as impractical. They turned to politics, eventually contesting elections as the Workers Party
- The Provisional IRA remained committed to the armed struggle
- The Provisional IRA were more outspoken about the need to defend the Catholic population. They also took action to do it, meeting loyalist attacks on Catholics in Belfast with force
- The IRA were accused of having shied away from helping Catholics in danger – “I Ran Away”

Any valid point [4]

- (ii) How did relations between the British Army and nationalists change between 1969 and 1971?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of how relations between the British Army and nationalists changed between 1969 and 1971. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- August 1969, nationalists welcomed British troops at first. Increased violence followed emergence of the Provos
- Falls Road curfew 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 part of the community
- Internment was introduced August 1971. It targeted mostly nationalist. Since the army helped to carry out internment, their reputation with nationalists suffered
- Overall, the “honeymoon” period came to an end. Catholics began to lose patience with the intrusion of a military presence on their streets

Any valid point [5]

- (c) (i) Explain how and why the British government responded to the outbreak of violence in Northern Ireland in the summer of 1969.

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[2])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide an accurate description and well-informed analysis of why and how the government of Great Britain responded to the outbreak of violence in Northern Ireland in the summer of 1969. Spells, punctuates and uses the rules of grammar with consistent accuracy  
Answers should refer to **some** of the following:

**Why**

- Violence out of control in Belfast 3,500 (mostly Catholic) families were driven from their homes. In Derry/Londonderry the “Battle of the Bogside” lasted for 50 hours, with barricades thrown up and fierce rioting. The violence then spread to a number of provincial towns
- Saw the Stormont government as losing control of the security situation
- The RUC was exhausted and unable to cope
- Embarrassment – “The Battle of the Bogside” was captured on television for the world to see
- Nationalist politicians had asked for troops to be sent in to give nationalist areas protection
- Taoiseach Jack Lynch had been threatening to intervene. Irish army units sent to the border

**How**

- Troops sent to Belfast and Derry/Londonderry
- Downing Street Declaration (introducing such important measures as the Hunt committee on policing, the Scarman Tribunal and a single housing authority)

Any other point

[6]

- (ii) Explain how and why nationalists and unionists reacted to the events of Bloody Sunday, 1972.

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[2])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide an accurate description and well-informed analysis of how and why nationalists and unionists reacted to the events of Bloody Sunday. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

**Nationalists****How**

Some of the following:

- Immediate outpourings of grief and anger
- Catholic hostility to Stormont increased
- Rioting broke out in nationalist areas
- IRA recruitment rose (particularly in Derry/Londonderry)
- The IRA increased their bombing campaign
- Burning of the British embassy in Dublin

**Why**

- 13 people were shot dead (1 later died of their wounds) and 13 were injured
- Widgery Inquiry failed to provide a satisfactory conclusion to the events
- Nationalists believed all of the victims were innocent – unarmed (the Widgery Inquiry could find no evidence of weapons on the victims) and hadn't provoked the Parachute Regiment

Any valid point

**Unionists****How**

Some of the following:

- Sorrow expressed at the loss of life
- Belief that those who were killed or injured were at least partly to blame for what had happened
- Ulster Vanguard formed in response to the resulting IRA violence, led by William Craig – a coordinating body for traditional loyalist groups. One of its meetings in Ormeau Park attracted 70,000

**Why**

- Believed that the army had been provoked into firing
- Believed that there was IRA involvement in the march
- Believed that the victims were armed

Any valid point

[6]

25

**15 (a) (i)** Give **two** proposals made by the New Ireland Forum in 1983.

**Target AO1:** Recall of knowledge

Any **two** of the following:

- A united Ireland achieved by agreement and consent
- A federal government with Parliament for Northern Ireland within a united Ireland
- Joint authority, with London and Dublin having equal responsibility for running Northern Ireland

Any other valid point

[1] for each correct answer

[2]

**(ii)** Give **two** reasons for the introduction of the Anglo-Irish Agreement in 1985.

Any **two** of the following:

- Fear that Sinn Fein might overtake the SDLP and become the main nationalist party in Northern Ireland
- Security reasons – because the British government realised that its relations had to be better with the nationalist minority in Northern Ireland or the security situation there wouldn't improve
- The Brighton Bomb. British Prime Minister Margaret Thatcher was almost killed by this IRA bomb. This pushed the British government into action
- To undermine the toleration of the nationalist minority for the IRA
- Previous attempts to find a solution had failed, e.g. the New Ireland Forum

Any other valid point

[1] for each correct answer

[2]

**(b) (i)** How did many unionists oppose the introduction of Direct Rule in 1972?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4])**

Answers will provide an accurate description and well-informed analysis of how many unionists opposed the introduction of Direct Rule in 1972. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- Horror at the removal of Stormont – felt betrayed
- Huge demonstration at Stormont during the last few hours of Stormont rule. A crowd of over 100,000 were there
- A series of strikes and shutdowns organised by Vanguard. These shut down much of life in Northern Ireland for two days
- Support increased for more strongly unionist parties, e.g. DUP and for loyalist paramilitaries
- Spate of sectarian murders, particularly in Belfast

Any other valid point

[4]

- (ii) In what ways did unionists challenge the Power-Sharing Executive between 1973 and 1974?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[1])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([2]–[3])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([4]–[5])**

Answers will provide an accurate description and well-informed analysis of the ways in which unionists challenged the Power-Sharing Executive between 1973 and 1974. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

- Anti-Power Sharing unionists (as the UUUC) contested the first Assembly
- They disrupted the Power Sharing Assembly and criticised the Power Sharing Executive
- They contested the 1974 General Election – and won 11 out of the 12 seats
- UWC Strike. Brought most of Northern Ireland to a standstill after one week. Industries had to close down, there were regular electricity blackouts, fuel supplies were strictly controlled. Hundreds of road blocks took place. Eventually the UWC ordered a total shutdown when the army was ordered to take over fuel supplies.
- Loyalist bombs in Dublin and Monaghan

Any other valid point

[5]

- (c) (i) Why and how did many nationalists in Northern Ireland support the hunger strikers of 1981?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[2])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide an accurate description and well-informed analysis of why and how many nationalists in Northern Ireland supported the hunger strikers in 1980 and 1981. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

**Why**

Some of the following:

- The British government's handling of the Hunger Strikes seemed insensitive to many – increasing support for the hunger strikers
- Many had sympathy for their aim of achieving a united Ireland, if not their violent methods
- Many felt that their cause must be important if they were prepared to die for it
- The hunger strikers came from the nationalist part of the community

**How**

Some of the following:

- Elected Bobby Sands (an Anti-H Block candidate and Officer Commanding in the Maze) MP for Fermanagh-South Tyrone
- Violence during the Hunger Strike – 61 died during this period
- Huge turnout at funeral of Bobby Sands
- Strong support for Sinn Fein in 1983 elections. Gerry Adams defeated Gerry Fitt to become Sinn Fein MP for West Belfast
- Sinn Fein had been boosted by their support for the hunger strikers

Any other valid point

[6]

- (ii) Why and how was there opposition in Northern Ireland to the Anglo-Irish Agreement of 1985?

**Target AO1:** Recall, select and deploy knowledge to describe and analyse a key feature of the period

**Level 1 ([0]–[2])**

Answers will be narrative and address the question in a general way. Spells, punctuates and uses the rules of grammar with reasonable accuracy

**Level 2 ([3]–[4])**

Answers will include more detail and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with adequate accuracy

**Level 3 ([5]–[6])**

Answers will provide an accurate description and well-informed analysis of why and how there was opposition in Northern Ireland to the Anglo-Irish Agreement. Spells, punctuates and uses the rules of grammar with consistent accuracy

Answers should refer to **some** of the following:

**Why**

Some of the following:

- Unionists felt they had been abandoned by their own government
- Unionists believed that this was a process that would lead to a united Ireland. An Intergovernmental Conference would take place involving both the British and Irish governments. This would deal with, e.g. security, legal and political matters within Northern Ireland
- Unionists felt betrayed by Margaret Thatcher, whom they had believed to be on their side after the Hunger Strikes and New Ireland Forum
- Unionists were angry that they hadn't been consulted – the meetings to draft the deal had taken place in secret – “Dublin Diktat”
- Sinn Fein believed it reinforced partition. In the Agreement, the Republic of Ireland's government accepted that a united Ireland was a long-term aim, which would only come about with the consent of the majority in Northern Ireland
- Sinn Fein realised it was an attempt to weaken them

**How**

Some of the following:

- Huge protest rally at Belfast City Hall. An estimated 100,000 people were there
- All 15 unionist MPs at Westminster resigned their seats. “Ulster Says No” campaign – including “Day of Action”. Campaign of civil disobedience took place. This involved shunning British government ministers and refusing to set rates in unionist council areas
- Loyalist violence when non-violent methods failed
- Sinn Fein condemned the Agreement
- Continuation of IRA violence

Any other valid point

[6]

25

**Section B**

**50**

**Total**

**100**

AVAILABLE  
MARKS



*Rewarding Learning*

**General Certificate of Secondary Education**

**2009**

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**History**

Paper 2  
Higher Tier

**[G4604]**

**WEDNESDAY 3 JUNE, MORNING**

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**MARK  
SCHEME**

## Section A

AVAILABLE  
MARKS

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

### 1 This question is about the Vietnam War.

#### (a) What does Source A tell us about the attitudes of the people of South Vietnam towards the Vietcong?

**Target AO2:** Use historical sources critically in their context by comprehending them.

Candidates should include some of the following points:

- Most of the peasants supported them because they promised them land
- Some refused to back them and were beaten and shot by the Vietcong
- Some peasants fed, sheltered and hid the Vietcong
- Some joined the Vietcong to fight against the Americans

Any other valid point

[4]

#### (b) How far does Source B support Source A about the attitude of the Americans to Vietnam and the Vietnamese?

**Target AO2:** Use historical sources critically in their context by comprehending and interpreting them.

Candidates may make the following points:

##### Points of agreement

- Source A states that most Vietnamese helped the Vietcong. They fed, sheltered and hid them. Some even joined them to fight the Americans. The Americans resented this. Source B agrees – the Vietnamese ran into the jungle to tell the Vietcong about US positions
- Source A states that the Americans tortured the Vietnamese and sometimes burned their land and crops. The soldier in Source B says that he hated the Vietnamese

##### Points of disagreement/omissions

- Source A says that the Americans supported the landlords. Source B does not mention this
- The soldier in Source B says that Vietnam is such a beautiful country that he sometimes forgot about the war. Source A does not mention this
- Source B states that one reason for the American presence in Vietnam is to provide a better future for Vietnamese children. Source A states that America is in Vietnam to save the people from communism

Any other valid point

[6]

**To access full marks candidates should note both points of agreement and of disagreement**

**(c) How reliable and useful is Source C to a historian studying the actions of the Americans in the Vietnam War?**

**Target AO2:** Use historical sources critically by comprehending, analysing and evaluating them.

**Level 1 ([0]–[2])**

A vague general account of the content of Source C with little attempt to address the question. Candidates at this level may discuss the content of the source but may not give any indication of the reliability and utility of Source C.

**Level 2 ([3]–[5])**

Answers at this level will discuss the reliability and/or utility of the source in explaining the actions of the Americans in the Vietnam War. Candidates may point out that it is a primary source, a photograph that was taken at the time, and discuss the value of this. They may begin to make observations on who took the photo, why they did so and how this affects reliability and utility.

**Level 3 ([6]–[8])**

Answers at this level will discuss more fully the reliability and usefulness of Source C in explaining the actions of the Americans.

Some of the following points may be made:

- A photograph shows only one moment in time and so is a limited source. This photo was taken during the war and is useful to an historian because it shows one of the actions of the Americans in Vietnam. We see a Vietnamese family running away from their home which is surrounded by American soldiers. The soldiers are armed and the family is clearly terrified. This is useful because it gives us some idea of what the war was like for the ordinary Vietnamese – many families had this experience
- However we need to use our own knowledge to decide reliability – events like this happened often. US soldiers were sent on ‘Search and destroy’ missions to find the Vietcong who often hid among the ordinary peasants – this photo could have been taken during one of these
- This is a useful source but a photograph is a very limited source. We need more information to decide on its reliability

Any other valid point

[8]

**To access Level 3, candidates must address both reliability and utility.**

- (d) **Source D states that “the Americans thought the more bombs they dropped the quicker we would fall to our knees and surrender. But their bombs raised rather than lowered our spirits.”**

**Using the sources and your own knowledge how far do you agree with this interpretation of the reasons for the success of the Vietcong in the Vietnam War?**

**Target AO3:** Comprehend, analyse and evaluate in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

**Level 1 ([0]–[4])**

Limited response, with a weak general answer which does not really address the question. Candidates at this level may accept the statement at face value, agreeing with it with little attempt to support this. They may include some general points from their own knowledge.

**Level 2 ([5]–[8])**

Answers at this level may indicate an understanding of the view given in Source D that the spirits of the Vietnamese were raised rather than lowered by American bombs. Candidates may refer to the view of the historian in Source A, that there were other reasons for Vietcong success, e.g. the promises which they made to the people or to the way in which the Americans treated the Vietnamese. They may use these sources to reach a conclusion about the reasons for the success of the Vietcong in the war.

**Candidates will make close reference to at least two sources and may begin to use some of their own knowledge.**

**Level 3 ([9]–[12])**

Candidates at this level will show a clear understanding of the variety of reasons referred to in these sources. They should refer to at least **three** sources and make use of some of their own knowledge. Candidates may make **some** of the following points:

- Author of **Source D** is a VC fighter and his attitude is typical of that of many Vietnamese
- They hated foreigners – he speaks of his determination to defend his country from foreigners
- US tactic of dropping thousands of bombs only made them more determined to resist
- This attitude is found to some extent in **Source A** where the Vietnamese would not cooperate with US soldiers; they had to torture them to get information from them
- **Source A** also tells us that some peasants joined the VC because they thought that the Americans would take their land
- **Source B** says that the Vietnamese seem to befriend the Americans but this is just a way of finding out information so that they can go and tell the Vietcong

Candidates may agree or disagree with the interpretation. Marks awarded will depend on quality of argument and the candidate's use of relevant own knowledge.

**Points from own knowledge:**

- The Vietnamese previously fought against Japanese and French occupation
- They were experienced in guerilla warfare
- US failed to win the hearts and minds of the Vietnamese peasants
- Tactics such as Strategic Hamlets, Search and Destroy
- Constant bombing raids – more bombs dropped on Vietnam by the US than were used in World War Two
- Use of weapons such as napalm and Agent Orange which killed and injured many civilians and children
- Such tactics increased support for the Vietcong
- Decline in support for the war at home/fall in US morale

Any other valid point

**Some reference to own knowledge is essential for Level 3 mark.**

**If sources are not mentioned they cannot access beyond Level 1** [12]

**Section A**

**AVAILABLE  
MARKS**

12

**30**

## Section B

AVAILABLE  
MARKS

2 This question is about the Cold War in Europe, 1945 to 1961.

(a) Explain how and why relations between the USSR and the USA were affected by their actions in Eastern Europe between 1945 and 1949.

**Target AO1:** Recall, select, organise and deploy knowledge of the specification content to communicate it through descriptions, analysis and explanation of the events, people, changes and issues studied.

### Level 1 ([0]–[6])

Simple descriptive answer which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide some detail of how and why relations between the USSR and the USA were affected by their actions in Eastern Europe between 1945 and 1949.

Spells, punctuates and uses the rules of grammar with reasonable accuracy.

### Level 2 ([7]–[12])

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of events and a more informed, if limited analysis. To reach the top of Level 2, answers must give specific details on how and why relations between the USSR and the USA were affected by their actions in Eastern Europe between 1945 and 1949.

Spells, punctuates and uses the rules of grammar with adequate accuracy.

### Level 3 ([13]–[18])

Well-informed, accurate account and a clear and coherent analysis of events. Answers must display sound understanding of how and why relations between the USSR and the USA were affected by their actions in Eastern Europe between 1945 and 1949. Answers may include some of the following:

- The USSR and the USA fought on the same side in World War Two. It was a fragile friendship, held together by a common enemy, Germany. There was a history of suspicion between both countries before World War Two, especially mutual ideological distrust between Communism and Democracy
- 26 million Russians were killed in World War Two, compared to less than half a million Americans. Stalin was very concerned about the USSR's future security and was determined to prevent another attack on the USSR by Germany. The USSR wanted to keep Germany weak. In February 1945 at Yalta the Allied leaders failed to reach agreement on the future of Germany after its defeat. In a compromise Germany was to be divided into four zones and the capital, Berlin in the Russian zone was divided into four sectors

- At Yalta the Allied leaders agreed that Eastern Europe should be under Russian influence before elections would be held. However, by the conference at Potsdam in July 1945, the USA had developed an atom bomb and did not disclose this to the USSR. The new US President, Truman was more anti-communist than Roosevelt and military cooperation was soon replaced by suspicion
- Disagreement emerged over the future of Eastern Europe. Stalin was determined to make Eastern Europe a Russian sphere of influence, a buffer zone against a future German invasion. The USSR was in a strong position in 1945 as its armies had liberated the countries of Eastern Europe from German control. The Russian army remained in Eastern Europe while the US army left Europe after the defeat of Hitler
- By 1946 the wartime friendship had broken down. Stalin tightened Russian control using Cominform and Comecon to strengthen political and economic links with the USSR. Political opponents of communism were imprisoned or killed and elections rigged and voters intimidated. Only politicians loyal to Stalin were appointed, e.g. Rakosi in Hungary. In 1948 there was a communist coup in Czechoslovakia, the only country in Eastern Europe still a democracy. By 1948 communist governments controlled Poland, Albania, Hungary, Bulgaria, Romania, Czechoslovakia and the Russian zone in Germany. The division between Russian controlled Eastern Europe and the West was termed the Iron Curtain by Winston Churchill in his famous Fulton Speech
- In 1947 Truman and the USA followed the Truman Doctrine, a policy to contain or prevent the spread of communism. Through the Marshall Plan the USA gave \$13 billion to help Europe recover from World War Two and make Communism less attractive. Stalin prevented the states of Eastern Europe from accepting Marshall Aid
- The USSR resented the West's attempts to combine their zones in Germany and use a common currency. Stalin was keen to gain all of the city of Berlin, 100 miles inside the Russian zone. He was determined to close this hole in the Iron Curtain. From June 1948 to May 1949 Stalin blocked all supply lines from the west to West Berlin. The result was the Berlin Airlift. The USA regarded this as a challenge to the Truman Doctrine and Containment. The success of the Berlin Airlift showed the USA's determination not to give up West Berlin and prevent the spread of Russian control in Eastern Europe
- In April 1949 before the Airlift ended, the Allies set up NATO (North Atlantic Treaty Organisation), a defensive alliance of western states under the leadership of the USA. In May 1949 the Allies set up a new state, West Germany. In October 1949, Stalin responded by establishing Communist East Germany. Relations between the USSR and the USA sank to a very low ebb

Any other valid point

Some of this detail may be included in Level 2. Spells punctuates and uses the rules of grammar with consistent accuracy.

[18]

**(b) How did the USSR deal with challenges to its control over Eastern Europe between 1953 and 1961?**

AVAILABLE  
MARKS

**Level 1 ([0]–[4])**

General narrative perhaps not addressing the question or offering little accurate detail. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

**Level 2 ([5]–[8])**

Answers at this level will address the question. Candidates will be aware of the ways in which the USSR dealt with challenges to its control over Eastern Europe between 1953 and 1961 but answers will lack sufficient depth and detail. Spells, punctuates and uses the rules of grammar with adequate accuracy.

**Level 3 ([9]–[12])**

Candidates will show a detailed knowledge of the ways in which the USSR dealt with challenges to its control over Eastern Europe between 1953 and 1961. Answers may include some of the following:

- In 1953 Stalin died and by 1955 Khrushchev emerged as leader of the USSR. In 1956 Khrushchev denounced Stalin as a tyrant. Stalin, however, was determined to maintain Russian control over Eastern Europe as a buffer zone. Opposition groups in Eastern Europe saw Khrushchev as easier to deal with
- In Poland protests in the summer of 1956 led to the appointment of a new more popular Communist leader, Gomulka. There was also an agreement to end persecution of the Catholic Church and a withdrawal of the Russian army. Popular unrest spread to Hungary and forced the removal of the ruthless Stalinist Rakosi. By October 1956, a new government led by Imre Nagy took control. Nagy's government wanted social and economic reform and the withdrawal of the Russian army. It also planned to leave the Warsaw Pact and make Hungary a neutral country in the Cold War
- On 4 November 1956 thousands of Russian soldiers and tanks moved into Budapest. They met fierce resistance. In two weeks of bitter fighting up to 30,000 were killed. 200,000 Hungarians fled across the border to Austria to escape Communist control. Nagy was captured and later executed. The West protested but offered no military help to the Hungarian rebels. A new leader, Kadar introduced some reforms but Hungary remained behind the Iron Curtain
- West Berlin posed a more subtle threat to Russian control over East Germany and East Berlin. During the 1950s about 2 million, mainly young skilled workers left East Germany through West Berlin. They were attracted by the political freedom and better standard of living available in the "Golden West". Khrushchev tried unsuccessfully to persuade President Kennedy to compromise and allow Russian control of Berlin
- Berlin was a divided city during the Cold War where Communism and Democracy came face to face as free movement was permitted between

the four sectors. During the 1950s the standard of living improved faster in the West and the contrast was most apparent in Berlin. During the 1950s over 20,000 each year took advantage of this freedom to move to the West. The Russians feared that this exodus of mainly educated young people would undermine Communist control in East Germany

- On 13 August 1961 Khrushchev ordered the East German authorities to build a wall to seal off East Berlin from the three western sectors. The Berlin Wall stopped the movement of people from east to west. It became a concrete symbol of the Cold War and showed the lengths to which the USSR would go to maintain control
- The Wall was patrolled by East German guards and hundreds were shot trying to escape. The USSR had succeeded in preventing further loss of population but the Wall became a symbol of the division of Communism and Democracy at the heart of the Cold War

Any other valid point

Some of this detail may be included in Level 2. Spells, punctuates and uses the rules of grammar with consistent accuracy.

[12]

30

AVAILABLE  
MARKS

**3 This question is about the Korean War, 1950 to 1953.**

AVAILABLE  
MARKS

- (a) Explain how and why the USA became involved in war in Korea between 1950 and 1953.**

**Target AO1:** Recall, select, organise and deploy knowledge of the specification content to communicate it through descriptions, analysis and explanation of the events, people, changes and issues studied.

**Level 1 ([0]–[6])**

Simple descriptive answer which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide some detail of how and why the USA became involved in war in Korea between 1950 and 1953. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

**Level 2 ([7]–[12])**

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of events and a more informed, if limited analysis. To reach the top of Level 2, answers must give specific details on how and why the USA became involved in war in Korea between 1950 and 1953. Spells, punctuates and uses the rules of grammar with adequate accuracy.

**Level 3 ([13]–[18])**

Well-informed, accurate account and a clear and coherent analysis of events. Answers must display sound understanding of how and why the USA became involved in war in Korea between 1950 and 1953. Answers may include some of the following:

- The Truman Doctrine of 1947 widened the USA's commitment to contain the spread of communism. Truman stated that the USA would help any country resisting "armed minorities" or "outside pressures"
- The loss of China to communism in 1949 with the victory of Mao Ze Dong in the Chinese civil war was a blow for the USA. In 1949 the USSR developed an atom bomb and in 1950 communist USSR and China signed a Treaty of Friendship. Cold war tensions shifted from Europe to Asia. Many Americans believed in the Domino Theory – all countries in Asia were in danger from communism
- Korea was divided along Cold War lines in 1948 along the 38th Parallel. North Korea was ruled by Kim Il Sung, a communist and South Korea by Syngman Rhee supported by the USA. American and Russian troops left but both Korean leaders wanted to reunite all of Korea under their system of government. Between 1948 and 1950 thousands were killed in clashes between North and South Korea. In June 1950 North Korea invaded South Korea and within three months the South Korean army was pushed into a small area in the south called the Pusan Pocket. It seemed almost certain that all of Korea would become communist
- The USA became directly involved because it feared that the invasion by North Korea was part of a communist plan to control all of Asia. The Truman Doctrine redefined the USA's role in the world and President Truman wanted to show that he was tough on communism

- The USA became involved using the United Nations which was boycotted by the USSR. A United Nations army was sent to Korea. 15 countries contributed but over 90% of the 300,000 soldiers sent to Korea were American. It was led by General Douglas MacArthur who was responsible to President Truman
- After the Inchon landings of October 1950 the UN/US forces pushed the North Korean army back over the border. They continued to advance and came close to the Chinese border. MacArthur was keen to roll back Communism. The US threat caused China to enter the war in support of North Korea. 250,000 Chinese volunteers pushed the UN/US forces back into South Korea. Truman reverted to the policy of containment and sacked MacArthur. A stalemate developed until the signing of an armistice in July 1953

Any other valid point

Some of this detail may be included in Level 2. Spelling, punctuation and uses the rules of grammar with consistent accuracy.

[18]

**(b) How did the Korean War affect Korea and the US policy of containment?**

**Level 1 ([0]–[4])**

Simple descriptive answer which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide some detail of how the Korean War affected Korea and the US policy of containment. Spelling, punctuation and uses the rules of grammar with reasonable accuracy.

**Level 2 ([5]–[8])**

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of events and a more informed, if limited analysis. To reach the top of Level 2, answers must give specific details on how the Korean War affected Korea and the US policy of containment. Spelling, punctuation and uses the rules of grammar with adequate accuracy.

**Level 3 ([9]–[12])**

Well-informed, accurate account and a clear and coherent analysis of events. Answers must display sound understanding of how the Korean War affected Korea and the US policy of containment. Answers may include some of the following:

- The USA was successful in showing its commitment to contain the spread of communism as outlined in the Truman Doctrine. The USA used the UN as a front for involvement in Korea but their involvement ensured the survival of South Korea as a non-communist country
- The USA was forced to settle for containment as it failed to achieve its more ambitious aim to roll back communism in Korea. The involvement of China showed the risks of this policy. MacArthur was sacked for criticising Truman's more cautious approach

- In total over 2 million Koreans were killed. There was little change in the border between North and South. Relations between the two states remained very tense and border incidents were common as the North remained Communist and the South strengthened its links with the West
- After the Korean War the USA set up a network of anti-communist alliances to prevent the spread of communism in Asia. SEATO (South East Asia Treaty Organisation) was set up in 1954 and the ANZUS Pact with Australia and New Zealand gave them US protection

Any other valid point

Some of this detail may be included in Level 2. Spells, punctuates and uses the rules of grammar with consistent accuracy.

[12]

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AVAILABLE  
MARKS

**4 This question is about the USSR's relations with Eastern Europe between 1964 and 1991.**

**(a) Explain how and why the USSR's control over Eastern Europe changed between 1964 and 1989.**

**Target AO1:** Recall, select, organise and deploy knowledge of the specification content to communicate it through descriptions, analysis and explanation of the events, people, changes and issues studied.

**Level 1 ([0]–[6])**

Simple descriptive answer which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide some detail of how and why the USSR's control over Eastern Europe changed between 1964 and 1989. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

**Level 2 ([7]–[12])**

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of events and a more informed, if limited analysis. To reach the top of Level 2, answers must give specific details on how and why the USSR's control over Eastern Europe changed between 1964 and 1989. Spells, punctuates and uses the rules of grammar with adequate accuracy.

**Level 3 ([13]–[18])**

Well-informed, accurate account and a clear and coherent analysis of events. Answers must display sound understanding of how and why the USSR's control over Eastern Europe changed between 1964 and 1989. Answers may include some of the following:

- Khrushchev fell from power in 1964 but his successor Brezhnev was equally determined to retain Russian control in Eastern Europe. Brezhnev regarded any reduction in Russian influence as a threat
- Economic problems in Czechoslovakia led to criticism of Russian control. In 1968 the new communist leader Dubcek wanted to introduce modest political and economic reforms yet remain in the Russian sphere of influence and in the Warsaw Pact. This "Prague Spring" worried Brezhnev who feared demands for reform and unrest would spread throughout Eastern Europe
- On 20th August 1968 forces from the USSR and four other Warsaw Pact countries invaded Czechoslovakia to restore order. Dubcek encouraged the Czechs to adopt a policy of passive resistance to avoid open conflict and bloodshed. Russian control was reasserted and Dubcek was removed from power
- In November 1968, Brezhnev issued "the Brezhnev Doctrine" which stressed that countries in Eastern Europe had to remain firmly within the Russian sphere of influence. His actions showed that the USSR would tolerate no move towards reform that could weaken its control over Eastern Europe. Therefore Russian control remained largely unchallenged for the next two decades

- In 1985 Gorbachev became leader of the USSR. He needed to improve the economy which had been crippled by the huge costs of the arms race while maintaining the security of the USSR. This meant improving relations with the West and ending the Cold War. This meant that the USSR no longer needed the buffer zone of Eastern European states
- He abandoned the Brezhnev Doctrine, stating that the USSR would not force the states of Eastern Europe to remain communist. This led to the “year of miracles”, 1989, when most of these states broke free of Russian control and elected their own governments. Gorbachev took no action to stop this

Any other valid point

Some of this detail may be included in Level 2. Spells, punctuates and uses the rules of grammar with consistent accuracy.

[18]

**(b) How did the actions and policies of Gorbachev affect the position of the USSR and its relations with the USA between 1985 and 1991?**

**Level 1 ([0]–[4])**

General narrative perhaps not addressing the question or offering little detail which may be accurate. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

**Level 2 ([5]–[8])**

Answers at this level will address the question. Candidates will be aware of how the actions and policies of Gorbachev affected the position of the USSR and its relations with the USA between 1985 and 1991 but answers will lack sufficient depth and detail. Spells, punctuates and uses the rules of grammar with adequate accuracy.

**Level 3 ([9]–[12])**

Candidates will show a detailed knowledge of how the actions and policies of Gorbachev affected the position of the USSR and its relations with the USA between 1985 and 1991. Answers may include some of the following:

- Relations between the USA and the USSR improved between 1985 and 1991. Gorbachev wanted to introduce reform to the economy and political system in the USSR. The nuclear arms race accounted for 25% of the national budget and the standard of living was falling for many Russians. The war in Afghanistan was costly in money and lives and was unpopular. Glasnost (openness) and Perestroika (economic restructuring) were the cornerstones of Gorbachev’s policies. Gorbachev began to cut spending on defence and in 1987 the USSR and the USA signed a treaty to remove most of their nuclear missiles from Europe
- Gorbachev therefore adopted a new policy towards Eastern Europe. It was no longer needed as a buffer zone. In March 1989 Gorbachev made it clear that communist governments in Eastern Europe would no longer be propped up by the Red Army. This removed a major cause of tension between the USA and the USSR

- The people of Eastern Europe saw the benefits of these changes as they resented the political repression and economic decline during the Cold War. In June 1989 free elections in Poland led to the overthrow of communist control. No Warsaw Pact invasion followed. In October 1989 unrest in East Germany against the communist government of Honecker led to the dismantling of the Berlin Wall, the most potent symbol of the Cold War. In 1990 Germany was reunited. In December 1989 a revolution in Romania led to the overthrow and execution of the unpopular communist leader, Ceascescu. Free elections in Czechoslovakia, Hungary and Bulgaria led to non-communist governments. By 1990 communist control ended in all USSR-controlled countries in Eastern Europe. When Gorbachev met President Bush in December 1991 they declared the Cold War over
- Gorbachev’s policies of Glasnost had a profound effect on the satellite countries of Eastern Europe. It also hastened the collapse of the USSR. By 1991 the Baltic States broke away from the USSR and became independent. In the USSR many resented the way that Gorbachev’s reforms led to the collapse of the country. Gorbachev was the last leader of the USSR and resigned in December 1991
- Gorbachev’s reforms had altered the tone of relations between the USSR and the USA. By 1991 his reforms had resulted in the end of control over Eastern Europe and the nuclear arms race, two major causes of tension between the superpowers during the Cold War

Any other valid point

Some of this detail may be included in Level 2. Spells, punctuates and uses the rules of grammar with consistent accuracy.

[12]

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**Section B**

**30**

**Total**

**60**

**AVAILABLE  
MARKS**





