

**GCSE**

**History**

**Summer 2010**

**Mark Schemes**

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

**MARK SCHEMES (2010)**

**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**

**2010**

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**History**

Paper 1  
Foundation Tier

**[G4601]**

**WEDNESDAY 2 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 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) Walter Rathenau (**example**)
- (ii) General von Schleicher [1]
- (ii) Friedrich Ebert [1]
- (iv) Adolf Hitler [1]
- (v) Ernst Röhm [1]

(b) Give **one** reason why many Germans were opposed to the Weimar Republic.

**Target AO1:** Recall of knowledge

- (i) Any **one** of the following:
- They were accused of surrendering at the end of World War One and were nicknamed the November Criminals
  - Germans were unused to democracy and many people wanted to see the return of a strong leader like the Kaiser
  - Some left-wing groups felt that democracy wasn't enough – they wanted to move towards socialism or communism
- Any other valid point [2]

(ii) Describe **two** ways in which groups in Germany showed their opposition to the Weimar Republic between 1919 and 1923.

Any **two** of the following:

- In January 1919 the Spartacists under Rosa Luxemburg and Karl Liebknecht tried to stage a communist uprising in Berlin. It failed when the leaders were killed by the Freikorps
- Communists in the Bavarian region of Germany set up their own Republic. This ended when the army laid siege to Munich and then stormed the city
- Wolfgang Kapp led a group of Freikorps in the staging of a rebellion in Berlin – ended when a general strike was called
- The Nazis led by Hitler and Ludendorff tried to get the support of the Bavarian government in a march from Munich to Berlin to seize power. This failed when the police fired on the crowd

Any other valid point

(2 × [2]) [4]

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

**Either**

**The Hyperinflation Crisis of 1923**

- (i) Why did France and Belgium invade the Ruhr in 1923?

**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 and address the reasons why France and Belgium invaded the Ruhr. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- The war guilt clause of the Treaty of Versailles meant that Germany had to accept total blame for World War One and had to pay reparations as a result
- The amount of reparations was set at £6,600 million in 1921
- Germany paid its first instalment but then claimed that they couldn't afford to pay any more
- The French and Belgians didn't accept this. They therefore invaded the Ruhr region of Germany to take what they were owed in the form of goods

Any other valid point [6]

- (ii) How were the lives of German people affected by the hyperinflation crisis of 1923?

**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 effects of hyperinflation. 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 and address the main issues relating to the effects of hyperinflation with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers could include the following:

- Many people lost savings
- Those on fixed pensions suffered as the money they received didn't increase
- People with loans benefited as they could pay them off easily
- Many people bartered goods rather than using money
- People were often paid twice daily
- May give references to individual stories, e.g. basket stolen rather than the money it contained, money being carried around in wheelbarrows

Any other valid point [9]

**Or**

### **The Weimar Republic, 1924–1933**

**(i)** Why did life get better for many Germans between 1924 and 1928?

#### **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 and address the reasons why life got better for many Germans between 1924 and 1928. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers could include the following:

- Gustav Stresemann became Chancellor and then Foreign Minister of Germany
- He used his position to destroy the old currency and bring in the Rentenmark. This meant that people no longer had to carry around vast quantities of notes
- He called off passive resistance, which got the workers in the Ruhr producing again, so Germany could make money through selling the goods they produced
- He signed the Dawes Plan with the USA. This meant that US banks would provide loans for German businesses. As a result they could employ more people and become more prosperous
- Job creation schemes were started and a house building programme created further employment
- The 1920s were viewed as a cultural “golden age” in Germany as entertainment opportunities like cabaret and cinema emerged in the cities

Any other valid point [6]

(ii) How were **each** of the following affected by the Great Depression between 1929 and 1933?

- The German people
- The Weimar governments

**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 effects of the Great Depression. 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 and address the main issues relating to the effects of the Great Depression with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers could include the following:

**German people**

- When loans were withdrawn from German businesses many couldn't continue operating and were forced to shut down – this affected a lot of middle class people who owned the businesses as well as their workers
- School and university leavers found it very hard to get jobs
- Unemployment steadily increased until it reached a peak of six million
- The income of farmers in Germany declined by 50%
- There was a big rise in homelessness and shanty towns grew on the outskirts of some cities

**Weimar Government**

- Müller wanted to cut taxes and raise benefits but couldn't get enough support from the other people in the coalition government
- Brüning raised taxes and cut benefits which was very unpopular – became known as the Hunger Chancellor
- Von Papen and Von Schleicher failed to get support from the Reichstag for their policies which included putting taxes on foreign imports to encourage people to buy German goods – this just made prices higher
- Communists gained popularity as they claimed the Great Depression proved that capitalism didn't work
- Hitler was promising “work and bread” and had put forward a plan to end unemployment
- Because of success in elections, President Hindenburg was forced to make Hitler Chancellor, thus signalling the end of the Weimar Government

Any other valid point

[9]

25

**Key Issue:** Nazi Germany

AVAILABLE  
MARKS

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

- (i) Robert Ley (**example**) [1]
- (ii) Martin Niemöller [1]
- (iii) Concentration Camps [1]
- (iv) SS [1]
- (v) Reichstag Fire [1]

**(b) (i)** Give **one** reason why unemployment in Germany fell between 1933 and 1939.

**Target AO1:** Recall of knowledge

Any **one** of the following:

- Rearmament created jobs in the army and in industries producing armaments
- Jobs were provided in the army as a result of conscription being introduced
- 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 [2]

**(ii)** Describe **two** ways in which the Nazis tried to control the lives of women in Germany between 1933 and 1939.

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

Any **two** of the following:

- 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
- Lebensborn were established so that unmarried women could become pregnant

Any other valid point

(2 × [2]) [4]

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

AVAILABLE  
MARKS

**Either**

**Jews in Germany, 1933–1939**

- (i) Why did Hitler and the Nazis hate the Jews?

**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 and address the reasons why the Nazis were anti-Jewish. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers could include the following:

- 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

Any other valid point

[6]

- (ii) In what ways did the lives of Jews in Germany change 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 changes in the lives of Jews in Germany between 1933 and 1939. 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 and address the main issues relating to changes in the lives of Jews with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy. Answers could include the following:

- 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 Law for the Protection of German Blood and Honour banned marriage between Jews and Aryans as well as sexual relations outside marriage
- Jewish people 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

Any other valid point [9]

Or

### Hitler's control over Germany, 1933–1939

- (i) Why did Hitler order the Night of the Long Knives in 1934?

#### 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 and address the reasons why Hitler ordered the Night of the Long Knives. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers could include the following:

- Hitler felt that the SA had grown too large and unruly. They had gained a reputation for being violent thugs who were undisciplined
- He was suspicious of the motives of their leader, Ernst Röhm who he felt might want to become Nazi leader himself
- Hitler needed the backing of the army if he was to carry out his foreign policy aims, but the army hated the SA and saw them as rivals. By eliminating them Hitler would gain the support of the army

Any other valid point [6]

- (ii) How did the Nazis use the following to increase their control over Germany between 1933 and 1939?

- Propaganda
- Violence

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

**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 ways in which propaganda and violence were used. 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 and address the main issues relating to methods of control used by the Nazis with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers could include the following:

**Propaganda**

- 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

**Violence**

- During the Night of the Long Knives the SS were sent to kill 200 SA members, including their leader
- The SS were the Nazi police force – they ran concentration camps. Anyone in Germany who was discovered to be acting or speaking against Hitler was sent there. Once inside, they were often subjected to brutality
- Some opponents of the Nazis were executed if their crimes were deemed to be serious
- On Kristallnacht the SS smashed Jewish shops, homes and synagogues. Dozens of Jews were killed

Any other valid point

[9]

25

**Key Issue:** Nazi Policy towards Europe

AVAILABLE  
MARKS

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

- (i) Four-Year Plan (**example**) [1]
- (ii) Mussolini [1]
- (iii) Blitzkrieg [1]
- (iv) Luftwaffe [1]
- (v) Russia [1]

(b) Give **one** reason why Hitler invaded Poland in 1939.

**Target AO1:** Recall of knowledge

- (i) Any **one** of the following:
- Wanted lebensraum in Poland
  - 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 – wanted this back to create Grossdeutschland
  - Germany had been split in two as a result of the Polish corridor
  - Wanted access to men for his army and extra resources
- Any other valid point [2]

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

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

- Any **two** of the following:
- Wanted lebensraum in Russia
  - 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  
(2 × [2]) [4]

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

**Either**

**German military strength, 1933–1936**

(i) Why was Hitler able to remilitarise the Rhineland in 1936?

**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 and address the reasons why Hitler was able to remilitarise the Rhineland. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers could include the following:

- Britain didn't think it was worth going to war over as "they were only going into their own back yard". They had some sympathy with Germany as they believed the Treaty of Versailles was very harsh
- France wouldn't act without Britain, especially as they were about to hold a general election – no politician wanted to take the unpopular decision of starting a war
- Germany was therefore able to remilitarise the area unopposed and marched 22 000 police and soldiers into the Rhineland in 1936

Any other valid point [6]

- (ii) How did Hitler increase the strength of Germany's armed forces between 1933 and 1935?

**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 ways in which Hitler increased the strength of Germany's armed forces. 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 and address the main issues relating to ways in which Hitler increased the strength of Germany's armed forces with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers could include 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

Any other valid point [9]

Or

### Sudetenland and Czechoslovakia

(i) Why did Hitler want to take over **each** of the following?

- The Sudetenland
- The rest of Czechoslovakia

#### 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 and address the reasons why Hitler wanted to take over the Sudetenland and the other parts of Czechoslovakia. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers could include the following:

#### Sudetenland

- Sudetenland contained a significant number of German speakers – would help fulfil aim of reuniting all German speakers
- Also contained Skoda arms factory – would be useful for Germany's rearmament programme
- Claimed that Germans in the Sudetenland were being badly treated
- The Sudetenland contained most of Czechoslovakia's defences – would be easier to take over the rest of the country

#### Czechoslovakia

- Wanted Czechoslovakia for lebensraum
- Believed that the Slavic people who lived there were racially inferior

[6]

(ii) How were the Nazis able to take over **each** of the following?

- The Sudetenland, 1938
- The rest of Czechoslovakia, 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 how the Nazis were able to take over the Sudetenland and the rest of Czechoslovakia. 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 and address the main issues relating to the takeover of the Sudetenland and the rest of Czechoslovakia with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers could include the following:

**Sudetenland**

- Hitler wanted the parts of the Sudetenland which were German speaking 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 claimed the whole of the Sudetenland – it was decided to allow this and the Munich Agreement was signed
- 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

**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

[9]

AVAILABLE  
MARKS

25

**A2: Russia c1916–c1941**

**AVAILABLE  
MARKS**

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

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

- (i)** Khabalev (**example**)
- (ii)** Kerensky [1]
- (iii)** Putilov steel works [1]
- (iv)** Kornilov [1]
- (v)** Prince Lvov [1]

**(b) (i)** Give **one** reason why Tsarina Alexandra was unpopular in Russia by 1916.

**Target AO1:** Recall of knowledge

Any **one** reason from the following:

- The Tsarina Alexandra was German and was distrusted as Germany was Russia's enemy in World War One. She was accused by her enemies of being a German spy
  - Alexandra was uncompromising in upholding the system of autocracy. She refused all offers to co-operate with the Duma
- Any other valid point [2]

**(ii)** Give **two** reasons for the unpopularity of Rasputin in Russia by 1916.

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

Any **two** of the following:

- Rasputin exerted great influence on Tsarina Alexandra, mainly because of his ability to control the haemophilia of her only son Alexis. 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 debauched personal life, including excessive drinking and affairs with ladies of the court, led to a loss of respect for the Tsar and his wife
- Rasputin's influence also alienated the aristocracy, a group that had been one of the pillars of the autocracy. The aristocracy disliked Rasputin as he reduced their traditional role as chief political advisers to the Tsar. Rasputin was murdered by a group of aristocrats led by prince Yusupov in December 1916

Any other valid point

(2 × [2]) [4]

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

**Either**

**Russia and World War One**

- (i) Why was the Russian army defeated in World War One?

**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 Russian army was defeated in World War One. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- 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 show that one-in-three soldiers had no rifle in 1915
- The casualty rate was very high. Over one million Russian soldiers died in the defeats in Galicia and Poland in 1915. Over nine 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. The Russian army in 1916 was described as “peasants in uniform”
- The quality of military leadership was poor. Most experienced officers and soldiers were killed in the first year of the war
- Nicholas II became commander-in-chief in 1915 but he was indecisive and lacked leadership skills. Nicholas was now held personally responsible for Russia’s performance in the war

Any other valid point

[6]

- (ii) How were the lives of **each** of the following affected by World War One:

- Workers
- Peasants?

**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. Spelling, punctuation 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 lives of workers and peasants in Russia. Spelling, punctuation and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

**Workers**

- 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. Workers in munitions factories worked long hours and were subject to strict discipline.
- 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 Moscow and Petrograd. Supplying the army was the main priority. Food distribution to cities, especially Moscow and Petrograd was badly affected because of their remoteness from grain-growing areas. There was only half of the food and one third of the fuel requirements in these cities by early 1917
- Shortages of fuel and raw materials forced some factories to close in 1916. This was largely due to a breakdown in the transport system. Unemployment and hardship increased
- Food queues became common in Petrograd. Thousands were unemployed, cold and hungry. Food and fuel shortages affected the morale of workers and led to an increase in strikes by late 1916

**Peasants**

- 13 million men, mainly peasants, were conscripted into the army. Most of the eight million casualties (killed, wounded or taken prisoner) were peasants. Morale decreased and desertion rates increased. The Russian army was termed “peasants in uniform” by 1916
- War had a major impact on the production and distribution of food. 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 by 15%
- As inflation increased, peasants hoarded food in the hope of gaining higher prices, as they resented having their food seized to feed the army. 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

[9]

Or

AVAILABLE  
MARKS

## The Provisional Government and the October Revolution

- (i) Why did the Provisional Government lose support in Russia in 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 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 with over 400 000 casualties. 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 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
- Any other valid point [6]

(ii) What actions did Lenin and the Bolsheviks take to gain control of Russia 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 Lenin and the Bolsheviks gained control of Russia in October 1917 with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- The Bolsheviks were the only revolutionary group to consistently oppose the Provisional Government. Lenin's slogan in the April Theses had been "All Power to the Soviets" The Soviet was the vehicle used by the Bolsheviks to seize power
- The Mensheviks and SRs were compromised by their support for the war and co-operation with the Provisional Government. In September 1917 the Bolsheviks controlled the Petrograd Soviet
- Lenin returned secretly from hiding in Finland and persuaded 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 was vital in determining the timing of the revolution and even threatened to resign but his ideas were accepted
- Trotsky led the Military Revolutionary Committee. He was a brilliant planner and disciplined and organised the Red Guard. He organised and planned the take-over of key buildings and places of strategic importance in Petrograd, e.g. bridges, army barracks and the power station. The Provisional Government put up little resistance. Lynch said the Bolsheviks were "knocking at an open door"

Any other valid point [9]

25

**Key Issue:** Russia after the Revolution

AVAILABLE  
MARKS

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

- (i) Poland (**example**)
- (ii) Tsar Nicholas II [1]
- (iii) Germany [1]
- (iv) Britain [1]
- (v) Trotsky [1]

**(b) (i)** Give **one** reason why Lenin closed the Constituent Assembly in January 1918.

**Target AO1:** Recall of knowledge

Any **one** reason from 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. Lenin refused to recognise this result and hand over power
- Lenin and the Bolsheviks had already set up the Sovnarkom which he argued represented the will of the people. For Lenin this was the legitimate government and the election results were of little relevance. Lenin dismissed the election as “bourgeois middle class democracy”
- Lenin used the Red Guard to close down the Constituent Assembly by force after only one day. This showed his ruthless determination to crush all opposition to Bolshevik rule

Any other valid point [2]

**(ii)** Describe **two** weaknesses of the White Army in the Civil War.

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

Any **two** from the following:

- 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

Any other valid point

(2 × [2]) [4]

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

**Either**

**The Civil War**

- (i) Why was **each** of the following introduced in Russia during the Civil War:
- The Red Terror
  - War Communism?

**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 Terror and War Communism were introduced in Russia during the Civil War. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

**Red Terror**

- The Red Terror was introduced to ensure that all people in the Communist-controlled areas supported the Bolsheviks and the Red Army in the Civil War. The Treaty of Brest–Litovsk was unpopular and supporters of the SRs wanted the Constituent Assembly restored. A systematic campaign of terror was used against all opponents, especially after an assassination attempt on Lenin in August 1918
- The Red Terror was introduced to ensure that the Red Army would win the Civil War. Trotsky 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 former 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 Red Terror was introduced to crush any opposition to Bolshevik rule. The Cheka, led by Dzerzhinsky organised the Red Terror. Anyone critical of the Bolsheviks was considered a counter revolutionary.

**War Communism**

- Lenin gave the Bolsheviks committed leadership in achieving their key aim of extending Bolshevik control over the economy. The state took control of all industries and all private trade was banned
- Lenin organised War Communism to ensure that industry and agriculture in the Bolshevik-controlled areas was geared to supply the Red Army. The Cheka requisition squads 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  
Any other valid point [6]

(ii) What were the effects of **each** of the following on the people of Russia during the Civil War?

- The Red Terror
- War Communism

**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 lives of people in Russia were affected by the Red Terror and War Communism with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

**Red Terror**

- The Cheka led by Dzerzhinsky targeted all Bolshevik political opponents, e.g. the Kadets and the Left SRs. Thousands were arrested and killed or sent to labour camps. Opponents were cowed and all internal opposition to the Bolsheviks was removed. The most famous victims of the Red Terror were the Tsar and his family, killed in 1918
- Terror was applied by the Cheka in suppressing the Tambov peasant revolt in 1920 and the Kronstadt Mutiny in 1921
- The use of terror was used to purge groups within the Bolshevik or Communist Party. An estimated 200000 were killed by Bolshevik terror between 1917 and 1923

**War Communism**

- 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 five million people died in the famine of 1920–1921
- The unpopularity of War Communism by peasants is shown by the Tambov Rising in central Russia in 1920. 50000 Bolshevik soldiers were needed to crush this revolt
- War Communism had important effects on the lives of workers in Russia. 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 [9]

**Or**

### **War Communism and the New Economic Policy**

**(i) Why was War Communism ended by Lenin in March 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 why War Communism was ended by Lenin in March 1921. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- The Kronstadt Mutiny was a revolt by sailors at the Kronstadt naval base in March 1921. Workers in Petrograd joined the sailors. These two groups had been key supporters of the Bolsheviks. The harsh conditions imposed on workers, the rampant inflation and widespread famine during the Civil War made War Communism very unpopular and threatened the rule of the Bolsheviks
- 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”
- 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 which had been loyal supporters. It led Lenin to change his economic policy and abandon War Communism which was very unpopular

Any other valid point [6]

- (ii) How did the New Economic Policy affect the lives of people in Russia 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 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:

- 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
- 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
- The NEP had important effects on the lives of workers. The strict state control of War Communism was abandoned. 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 were returned to private ownership
- Nepmen or small traders emerged to control private trade. Markets supplying consumer goods, e.g. shoes and clothes were controlled by Nepmen. Many made large profits

Any other valid point

[9]

25

**Key Issue:** Stalinist Russia

AVAILABLE  
MARKS

- 6 (a) **Target AO1:** Recall of knowledge
- (i) State Procurements (**example**) [1]
  - (ii) Kolkhoz [1]
  - (iii) Kulak [1]
  - (iv) Ukraine [1]
  - (v) Motor Tractor Station [1]

- (b) (i) Give **one** reason why Stalin signed the Nazi-Soviet Pact in August 1939.

**Target AO1:** Recall of knowledge

Any **one** reason from 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
- Stalin was unhappy at the hostility of the West, for example, his exclusion from the Munich Conference. The Nazi–Soviet Pact meant the end of Collective Security
- 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. An agreement with Germany would give him time to build up industry and the armed forces in case of a German invasion
- The USSR also signed the Nazi-Soviet Pact to regain Eastern Poland and influence over the Baltic States which Russia had lost in the Treaty of Brest-Litovsk

Any other valid point [2]

- (ii) Describe **two** effects of the Nazi-Soviet Pact on Stalin and the USSR.

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

Any **two** effects from the following:

- 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 remained neutral and made no effort to help Britain and France in their desperate struggle against Germany. Stalin appeared to believe that Germany would not invade USSR
- The Nazi-Soviet Pact gave Stalin time to rebuild his armed forces. He used the third Five Year Plan to direct heavy industry to armament production against invasion. When Hitler launched Operation Barbarossa in June 1941, Stalin ordered the removal of factories and industrial equipment east of the Urals. This caused a breakdown in the supply line and lack of readiness for the severe Russian winter which forced a German withdrawal

Any other valid point

(2 × [2]) [4]

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

**Either**

**Stalin's Economic Policies**

- (i) Why did Stalin introduce the Five Year Plan in the USSR in 1928?

**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 the Five Year Plan in 1928. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- A key aim of the Five Year Plan 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 with 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 Plan

Any other valid point

[6]

- (ii) How did the Five Year Plans change industry and the lives of workers in the USSR by 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. Spelling, punctuation and uses the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address how the Five Year Plans affected industry and the lives of workers with greater clarity. Spelling, punctuation and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

**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 the USSR, 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 with Germany
- 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

**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

[9]

Or

AVAILABLE  
MARKS

### Stalin's Rise to Power and Methods of Control

(i) Why was Stalin able to become leader of the USSR by 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 became leader of the USSR by 1929. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- When Lenin died in 1924 there was no chosen successor. The Politburo, a small group of leading Bolsheviks took control. Stalin was not the favourite to succeed Lenin. Trotsky, the favourite to succeed Lenin, made significant mistakes and misjudgements. Trotsky's arrogant personality meant that he failed to build up a power base in the Bolshevik Party. In 1924 Trotsky's failure to attend Lenin's funeral damaged his reputation. Many Bolsheviks distrusted him because of his Menshevik and Jewish background
- 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
- 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

[6]

(ii) What methods did Stalin use to increase control over the USSR 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. Spelling, punctuation and uses the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address the methods used by Stalin to increase his control over the USSR in the 1930s with greater clarity. Spelling, punctuation and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- Stalin became 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, one fifth 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 or secret police with the execution of its feared leader 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

[9]

25

**A3: United States of America c1918–c1941**

**AVAILABLE  
MARKS**

**Key Issue:** 1920s America

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

- (i) Tin Lizzie (example)
- (ii) Henry Ford [1]
- (iii) Assembly Line [1]
- (iv) Detroit [1]
- (v) Consumer Goods [1]

(b) (i) Give **one** reason why the USA followed a policy of Isolationism in the 1920s.

**Target AO1:** Recall of knowledge

Any **one** reason from the following:

- The Republican Party was in power in the USA in the 1920s. Isolationism was the traditional foreign policy 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 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]

(ii) Describe **two** problems faced by Black Americans in the 1920s.

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

Any **two** of the following:

- Blacks in the USA made up 10% of the population and lived mainly in the Southern States. The state governments in the Southern States 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 five 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
- Black sharecroppers and farm labourers were badly affected by the slump in agricultural prices, especially cotton in the 1920s. 750 000 black farm labourers lost their jobs in the 1920s. 1.5 million Blacks migrated to the industrial cities in the north but most did poorly paid work and lived in ghettos

Any other valid point

(2 × [2]) [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**

**Immigration and Prohibition**

- (i) Why did immigrants face hostility in the USA 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 why immigrants faced hostility 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:

- 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

Any other valid point

[6]

- (ii) How did Prohibition affect life in the USA 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 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:

- 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. This led to a lack of respect for the law by many Americans. In 1929, three quarters of all criminal prosecutions were linked to Prohibition
- Speakeasies or illegal bars were set up. There were 32 000 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
- Prohibition meant breweries and saloons closed down. This caused unemployment for many and the loss of an important market for cereal farmers

Any other valid point

[9]

**Or**

### **The Economic Boom and Social Life in the 1920s**

- (i) Why did some groups in the USA fail to benefit from the 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 why some groups in the USA failed to benefit from the Economic Boom of the 1920s. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- Most farmers did not share in the economic boom of the 1920s. Farm income fell from \$22 billion to \$13 billion between 1919 and 1929. The use of tariffs increased competition and led to over supply and a fall in farm prices
- Farmers invested in machinery to increase production. They borrowed \$2 billion by 1929. Many farmers were unable to repay loans which led to an increase in evictions. Thousands of farm labourers lost their jobs

- Sharecroppers were badly affected by a fall in cotton prices as customers preferred new man-made cloth, e.g. nylon. Thousands were forced to migrate to seek work in the northern cities
- Workers in the textile and coal industries were hit by the emergence of synthetic materials and oil. Tariffs affected exports and competition from immigrants led to a decline in wages. Female cotton weavers in Carolina earned only \$9 per week in 1926. Strikes and lockout were common in these industries in the 1920s
- Immigrants and black Americans worked in menial badly-paid employment. 60% of black females in Milwaukee in 1926 worked as servants. These groups were excluded from the economic boom which focused on consumer goods and cars

Any other valid point [6]

- (ii) How did the cinema and jazz music influence lifestyle in the USA 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 cinema and jazz music on lifestyle 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:

- The cinema was a new way of spending leisure time. 110 million visited the cinema each week to see the silent movies
- The emergence of movie stars, e.g. Clara Bow and Rudolf Valentino influenced the attitudes and behaviour of young people. People bought magazines to read about the lives of the film stars and imitate their fashion
- The cinema was blamed for the decline in morals of young people. Conservative groups criticised the use of sex symbols, e.g. Clara Bow, the IT girl. 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 were fashionable young women who 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 [9]

**Key Issue:** The 1929 Wall Street Crash and the Depression

AVAILABLE  
MARKS

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

- (i) Speculator (**example**) [1]
- (ii) New York [1]
- (iii) Stockbrokers [1]
- (iv) Confidence [1]
- (v) On the Margin [1]

**(b) (i)** Give **one** reason why many American banks collapsed after October 1929.

**Target AO1:** Recall of knowledge

Any **one** of the following:

- There was little regulation of banks in the USA in the 1920s. Banks lent money to speculators to buy shares “on the margin”. Many banks also had invested savers’ money in share speculation
- The Wall Street Crash led to the collapse in the value of shares. Many investors were unable to repay their loans. Banks tried to recover their debt but most borrowers, especially “on the margin” speculators, were unable to repay. Many smaller banks faced a shortfall and 642 banks collapsed in 1929
- Customers with savings in banks began to panic and withdrew their savings. This rush on banks led to the collapse of over 4000 banks by 1933 when the American banking system was on the verge of collapse

Any other valid point [2]

**(ii)** Describe **two** ways in which the lives of farmers and sharecroppers were affected by the Depression.

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

Any **two** of the following:

- 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. Thousands of farmers were evicted
- Black sharecroppers and farm labourers lost their jobs. Many 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
- 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 × [2]) [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**

**Causes of the Depression and Hoover's Actions**

- (i) Why did the economic depression take place in the USA between 1929 and 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 reasons for the economic depression in the USA between 1929 and 1933. 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
- The American economy plunged into a vicious cycle of overproduction and under consumption. 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 5000 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 [6]

- (ii) How did President Hoover deal with the effects of the Depression on industry and agriculture between 1929 and 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 President Hoover dealt with the effects of the depression on industry and agriculture between 1929 and 1932 with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- Hoover was a Republican and held strong beliefs in laissez-faire or little government interference in the economy. Hoover underestimated the seriousness and length of the Depression. His reassuring statements such as “Prosperity is just around the corner” rang hollow by 1932
  - Hoover also believed in “Rugged Individualism”. Americans could only succeed by their own efforts and not receive help from the federal government
  - 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 federal jobs funded by the federal government, e.g. the Hoover Dam project on the Colorado River. This scheme made little impact in reducing overall levels of 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
  - 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 [9]

**Or**

**Hoover’s Defeat and Effects of the Depression**

- (i) Why was Hoover defeated 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 for president in 1932. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- 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, attacking Roosevelt rather than offer new policies to deal with the Depression. He was seen as a remote figure and won only six states out of 50 in the 1932 election
- 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

Any other valid point

[6]

- (ii) How did the Depression affect the lives of workers and the unemployed between 1929 and 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 lives of workers and the unemployed were affected by the Depression by 1932 with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following

- 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 one-third of all children in New York were malnourished
- Thousands of unemployed who could not pay their rent or mortgage were evicted. They moved to shanty towns consisting of cardboard and tin huts sarcastically called "Hoovervilles", situated at the edge of most cities

- Many unemployed tramped the streets looking for work. Two million hobos travelled illegally on freight trains all over the USA in search of seasonal work. Some tried to make a living by selling coal and apples. There were 6000 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

[9]

AVAILABLE  
MARKS

25

**Key Issue:** Roosevelt and the New Deal

AVAILABLE  
MARKS

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

- (i) Relief, Recovery and Reform (**example**) [1]
- (ii) The Hundred Days [1]
- (iii) Beer Act [1]
- (iv) Emergency Banking Act [1]
- (v) Action and Action Now [1]

**(b) (i)** Give **one** reason why Dr Townsend opposed the New Deal.

**Target AO1:** Recall of knowledge

Any **one** of the following:

- 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 [2]

**(ii)** Describe **two** actions resulting from the New Deal which improved the rights of workers in the USA.

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

Any **two** of the following:

- The National Recovery Administration aimed to improve workers' conditions and rights. It aimed to improve co-operation between management and workers. The NRA codes established a minimum wage and banned child labour. Over two 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 three 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

(2 × [2]) [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 and the New Deal and Unemployment**

- (i) Why did Big Business and the Republican Party 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 the Republican Party and Big Business opposed the New Deal. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- 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
- The Republican Party and Big Business objected to some of the job-creation agencies being a waste of taxpayers' 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 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
- Big Business and the Republican Party accused Roosevelt of excessive spending of taxpayers' money. The New Deal agencies cost \$17 billion by 1939. They pointed to the waste of money, e.g. the "boondoggles" as part of the WPA schemes

Any other valid point

[6]

- (ii) How did the New Deal agencies deal with the problem of unemployment in the USA 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 by the New Deal agencies to deal with unemployment in the USA with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- 13 million Americans were 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 two 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
- The PWA and the WPA provided employment schemes and gave the unemployed skills and self-confidence. They also provided an improved infrastructure in hospitals, schools and communications which improved overall quality of life

Any other valid point

[9]

**Or**

**Opposition to the New Deal and the New Deal and Agriculture**

- (i) Explain why the Supreme Court caused problems for Roosevelt and 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 the Supreme Court opposed the New Deal. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- The Supreme Court was the Guardian of the Constitution. Most of its nine 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 Chickens* case. The Supreme Court ruled that the NRA had no right to take the Schechter brothers to court for breaking the NRA codes. This was the responsibility of the state governments
- In 1936 the Supreme Court declared 16 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

Any other valid point

[6]

- (ii) In what ways did the New Deal agencies improve agriculture and the lives of farmers 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 by the New Deal agencies to improve agriculture and the lives of farmers between 1933 and 1939. 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 six 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 fertilizers 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. 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 seven states, productive again. The building of hydro-electric power stations provided cheap electricity for this area. This helped farmers
  - 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 AO1:** Recall of knowledge.

- (i) Douglas Hyde (**example**)
- (ii) Taoiseach [1]
- (iii) Referendum [1]
- (iv) Dail Eireann [1]
- (v) The Catholic Church [1]

(b) (i) Give **one** reason for the Anglo-Irish Agreement of 1938.

**Target AO1:** Recall of knowledge

Any **one** of the following:

- The Economic War was hurting both economies. Both governments had already lowered taxes in the Coal Cattle Pact in 1935
- Britain feared the outbreak of war in Europe and did not want an unfriendly neighbour. Chamberlain wanted Eire to join the war on the side of Britain

Any other valid point [2]

(ii) Describe **two** terms of the Anglo-Irish Agreement of 1938.

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

Any **two** of the following:

- Eire paid £10 million as part of a total settlement of the land annuities which were valued at £78 million
- Eire and Britain removed all taxes and tariffs on each other's goods
- Britain gave Eire back the three Treaty ports of Lough Swilly, Berehaven and Cobh

Any other valid point  
(2 × [2]) [4]

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

**Either**

**The Economic War**

(i) Explain why the Economic War began 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 why an Economic War began in 1932. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- De Valera became leader of the Free State in 1932. He wanted to create a Republic and dismantle the treaty
- De Valera thought that it was unfair that farmers in Northern Ireland did not have to repay land annuities
- Britain reacted angrily to de Valera's refusal to pay land annuities and imposed a tariff of 20% on Irish exports. De Valera retaliated and imposed a 20% tariff on British imports to Ireland

Any other valid point [6]

- (ii) How did the Economic War affect the economy and lives of people in Eire between 1932 and 1938?

**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 Economic War affected the economy and the lives of the people of Eire between 1932 and 1938 with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- Over 90% of Irish exports were agriculture. Taxes on Irish agricultural exports meant a fall in demand. Cattle exports decreased by 35% and prices fell. Many cattle farmers went bankrupt
- Taxes placed on imported coal and steel resulted in Irish industry facing a fuel shortage
- By 1935 Ireland experienced a serious balance of payments crisis
- Many Irish farmers changed from rearing cattle to growing wheat and sugar beet
- Taxes were increased to compensate farmers. This caused resentment among workers
- The peat industry benefited because of the tariffs on coal. HEP stations were opened to provide an alternative source of power
- There was an increase in cross-border smuggling which caused disruption to farmers along the border

Any other valid point [9]

Or

### The Outbreak of War, 1939

- (i) Why did Eire adopt a policy of neutrality at the outbreak of World War Two?

#### 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 Eire's neutrality at the outbreak of World War Two. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- The First World War was recent and had terrible effects on those who survived. Public opinion was very opposed to war. The policy of avoiding war was very popular
- The economic depression in the 1930s led to poverty and increased unemployment. Britain and other countries were in great debt due to the war
- There was some sympathy in Eire for Germany. Many believed that the Treaty of Versailles was too harsh and that Hitler had some justification for his attempt to dismantle the Treaty of Versailles

Any other valid point [6]

- (ii) How did Britain abandon appeasement and prepare for the outbreak of war in September 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 how Britain abandoned appeasement and made preparations for World War Two by 1939 with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- Germany's takeover of Austria, the Sudetenland and Czechoslovakia by March 1939 convinced many that appeasement had failed
- Britain began to increase its armed forces. The RAF and the Royal Navy had been expanded
- Large bomber planes were developed which could fly on raids to Germany
- Radar was developed. This was vital in detecting incoming enemy planes
- Conscription was introduced in April 1939
- Civil defence preparations included evacuation plans, setting up Air Raid Protection volunteers who would enforce regulations such as the black out and curfews
- The government made plans to take control of food supplies, transport and factories for military purposes

Any other valid point

[9]

AVAILABLE  
MARKS

**Key Issue:** The Experience of and Response to War

AVAILABLE  
MARKS

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

- (i) Air-Raid Precaution Wardens (**example**) [1]
- (ii) Smuggling [1]
- (iii) Rationing [1]
- (iv) Anderson Shelters [1]
- (v) Evacuation [1]

**(b) (i)** Give **one** reason why conscription was not introduced in Northern Ireland during World War Two.

**Target AO1:** Recall of knowledge

Any **one** of the following:

- Nationalists did not want to support Britain in war. They resented being forced to join the army
- It would have been embarrassing to the British and Northern Ireland governments to deal with mass refusal to enlist
- Britain did not want to worsen relations with Eire

Any other valid point [2]

**(ii)** Describe **two** ways in which industry in Northern Ireland helped Britain's war effort.

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

Any **two** of the following:

- Harland and Wolff employed 35 000 workers and built 193 warships and over 500 tanks
- Short and Harland aircraft factory employed 11 000 making over 1 700 war planes and repairing 3 000
- Mackies contributed to munitions production, making 75 million shells and 180 million bullets

Any other valid point  
(2 × [2]) [4]

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

**Either**

**The Blitz**

**(i)** Why did the German air force bomb Belfast in April and May 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 may address the reasons why the German air force bombed Belfast in April and May 1941. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- A key German tactic was to bomb British cities to disrupt industrial production and lower morale
- Belfast was a legitimate target as it was in the United Kingdom and was making a significant contribution to building warships and aircraft
- Germans knew that Belfast was unprepared for war

Any other valid point

[6]

(ii) How did the Blitz of April and May 1941 affect Belfast?

**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 Belfast was affected by the Blitz with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- Belfast experienced four raids from the German air force in April and May 1941
- Over 150 German bombers attacked Belfast. 955 people were killed, 2400 were injured and 100 000 made homeless
- The ship yard and aircraft factories were targeted. This slowed production
- There was complacency about evacuation and blackout procedures in Belfast. Few people believed that Belfast would be a target
- Defence preparations were inadequate. Anderson shelters could only hold a quarter of the population
- There were only 22 anti-aircraft guns and a few fighter planes. The Germans attacked when there was a full moon and were able to see their targets

Any other valid point

[9]

Or

AVAILABLE  
MARKS

### Battle of Britain and Eire's Neutrality

(i) Why did Britain win the Battle of Britain in 1940?

#### 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 Britain won the Battle of Britain in 1940. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- In Operation Sea Lion, Hitler planned an attack using the German air force as the first stage in the invasion of Britain. Hitler delayed the attack from June to August 1940. This gave the RAF more time to increase the size of the air force. Beaverbrook organised the increased production of aircraft. In June 1940 fighter command had 446 aircraft. This increased to 704 by August when the Battle of Britain began
- The RAF made preparations in the late 1930s that helped defeat the Luftwaffe. It was reorganised into three commands: Fighter, Coastal and Bomber Command. The RAF increased the number of fighter planes before the Battle of Britain. The development of a chain of radar stations along the south coast of England enabled it to spot approaching enemy aircraft in the English Channel
- The skill and bravery shown by the RAF pilots of the Spitfire and Hurricane fighter planes were another factor in Britain's victory. From 12th to 18th August, 225 German aircraft and 117 British planes were lost in aerial battles over the English Channel and the South of England. Churchill referred to them as "The Few" and stated that the Battle of Britain was "Britain's finest hour"
- Hitler's decision to start bombing London meant a scaling down of the battle to gain control of the skies. Hitler cancelled plans to launch a sea invasion in October 1940

Any other valid point

[6]

(ii) How did Eire try to follow a policy of neutrality during World War Two?

#### 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. Spelling, punctuation and uses the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will be accurate and detailed and address how Eire tried to follow a policy of neutrality during World War Two with greater clarity. Spelling, punctuation and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- Eire remained neutral. De Valera tried to take a neutral stance on the war. News bulletins gave factual reports of the war and no weather forecasts were given to avoid helping either side
- De Valera resisted British attempts to persuade him to join the war, e.g. the promise to end partition
- De Valera called to the American and German embassies in Dublin to express sympathy on the deaths of Roosevelt and Hitler
- Eire adopted a policy of Benevolent Neutrality which favoured Britain and the Allies. Allied airmen who crashed in Eire were allowed to go back to Britain while German airmen were imprisoned
- During the Belfast Blitz in April 1941, de Valera sent fire engines to Belfast
- 42000 Irish citizens joined the British army and thousands worked in British munitions factories
- De Valera allowed Allied planes to use the Donegal Air Corridor as a short cut on missions to patrol the Atlantic

Any other valid point

[9]

25

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

- (i) John Costello (**example**)
- (ii) Clement Attlee [1]
- (iii) Eamon de Valera [1]
- (iv) Lord Brookeborough [1]
- (v) Lord Beveridge [1]

- (b) (i) Give **one** reason for the poor standard of housing in Northern Ireland in 1945.

**Target AO1:** Recall of knowledge

Any **one** from the following:

- Slums had been a feature of most towns. Many had been built in the 19th century to house workers in the textile industry and had primitive facilities. A report in 1944 revealed that 100 000 new houses were needed and 43 000 houses were classed as unfit to live in
- Over 50 000 houses in Belfast had been damaged or destroyed in the Belfast Blitz
- The Stormont government and local councils spent little on building houses before 1945

Any other valid point [2]

- (ii) Describe **two** changes made to the system of education in Northern Ireland after 1945.

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

Any **two** of the following:

- The 1947 Education Act introduced free education and attendance at school was compulsory until 15
- The 11+ Examination introduced free grammar school education
- Increased funding was given to Catholic schools. 65% of their running costs was now funded by the state

Any other valid point [4]  
(2 × [2])

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

**Either**

**The Welfare State**

- (i) Why did people in Northern Ireland have differing views on the introduction of the Welfare State?

**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 why people in Northern Ireland held different views on the introduction of the Welfare State. Spelling, punctuation and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- Less well-off people supported the Welfare State because it addressed many of their social and health issues
- Nationalists regarded the Labour government as more sympathetic. The Unionist government at Stormont was hostile to the socialist principles of the Labour government
- Doctors opposed the Welfare State at first. They believed that their professional independence would be undermined
- Middle class people were concerned that increased taxes would be used to fund the Welfare State

Any other valid point [6]

- (ii) What effects did the Welfare State have on the lives of people in Northern Ireland by 1949?

**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 the Welfare State on the lives of people in Northern Ireland with greater clarity. Spelling, punctuation and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

- The National Health Service was established in July 1948. Free prescriptions, medical, dental and optical treatment led to an improvement in health standards
- By 1962 Northern Ireland had the lowest death rate in the United Kingdom. Diseases such as tuberculosis and polio were almost totally eradicated
- Improved benefits such as family allowance and sickness benefits improved the quality of life for the poorest groups
- A Housing Trust was set up to build houses using central government money. Orlits and Housing Trust estates, e.g. the Woodlands at Gilford were built

Any other valid point [9]

Or

AVAILABLE  
MARKS

### Constitutional Changes in 1949

(i) Why was **each** of the following introduced in 1949:

- The Declaration of the Republic
- The Ireland Act?

#### 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 Declaration of the Republic and the Ireland Act in 1949. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

##### **The Declaration of the Republic**

- Relations between Eire and Britain were strained after Eire's neutrality in World War Two
- Eire was experiencing post-war economic difficulties and received little help from Britain
- The new Inter Party government was anxious to end partition especially Sean McBride, the Minister for External Affairs. Eire announced its intention of leaving the Commonwealth and declaring Eire a republic in 1948

##### **The Ireland Act, 1949**

- The British Government had to react to the Declaration of the Republic to clarify its relationship with the Republic of Ireland
- The British Government wanted to give assurances to the Unionists that their position in the United Kingdom was secure

Any other valid point

[6]

(ii) How did the Declaration of the Republic and the Ireland Act, 1949 change relations between **each** of the following:

- Britain and the Republic of Ireland
- Republic of Ireland and Northern Ireland
- Britain and 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 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 constitutional changes on relations between Britain, Northern Ireland and Eire with greater clarity. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers may refer to some of the following:

**Britain and the Republic of Ireland**

- Britain accepted the Declaration of the Republic calmly as the last stage in removing Britain's links with Eire though Attlee expressed sadness at the decision
- Attlee recognised the special links between the two countries. People from Ireland did not require a passport or work permit to live in Britain and could vote in British elections
- Britain introduced the Ireland Act in 1949 to recognise the Declaration of the Republic and gave a constitutional guarantee to Northern Ireland

**Republic of Ireland and Northern Ireland**

- Nationalists in Northern Ireland were angry at the Declaration of the Republic. They were not allowed to sit in the Dail and felt abandoned
- Unionists in Northern Ireland were angry at the Declaration of the Republic and felt threatened. Lord Brookeborough held an election in 1949 to strengthen the Unionist control on Northern Ireland
- Unionists were happy with the guarantee given to Northern Ireland in the Ireland Act
- Nationalists were angry and contested the 1949 election as the Anti Partition League. The Nationalists realised that the Ireland Act made the chances of ending partition more remote

**Britain and Northern Ireland**

- The Ireland Act gave a guarantee to Northern Ireland to remain in the United Kingdom. Unionists were happy and Nationalists angry at this guarantee
- A royal visit to Northern Ireland in 1949 symbolised the close ties between the two countries
- Nationalists in Northern Ireland felt isolated after 1949 as a disadvantaged group in a Unionist-dominated Northern Ireland

Any other valid point

[9]

**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

- (i) Ministry of Development (**example**)
- (ii) RUC [1]
- (iii) Five-Point Programme [1]
- (iv) Brian Faulkner [1]
- (v) Sean Lemass [1]

**(b) (i)** Give **one** reason why the Northern Ireland Civil Rights Association was formed in 1967.

**Target AO1:** Recall of knowledge

Any **one** of the following:

- To gain equality in Northern Ireland: to achieve reforms such as fair housing allocation, one-man-one-vote
- Inspired by protest movements outside Northern Ireland, especially US Civil Rights Movement
- Confidence of new generation of educated Catholics
- Frustration at failure of old Nationalist Party
- Confidence taken from seeing political success of Catholics elsewhere, such as John F. Kennedy

Any valid point [2]

**(b) (ii)** Describe **two** occasions when trouble broke out during civil rights marches in the 1960s.

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

Any **two** of the following:

- Derry/Londonderry October 1968 – A NICRA march in Derry had been banned but went ahead anyway. A relatively small crowd were accompanied by four Westminster MPs. There were clashes between police and NICRA which were caught on camera by an RTE camera crew
- Burntollet January 1969 – A People's Democracy march was held between Belfast and Derry/Londonderry between 1st and 4th January 1969. It was condemned by the NICRA who feared it would increase tensions. The march was ambushed at Burntollet Bridge by loyalists after it had attempted to march through a number of Protestant areas
- There were violent clashes between loyalists and the PD. The RUC did little to stop the attackers

Any valid point

(2 × [2]) [4]

25

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

AVAILABLE  
MARKS

**Either**

**O'Neill and the Economy of Northern Ireland**

- (i) Why did O'Neill want to improve the economy in Northern Ireland in the 1960s?

**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 O'Neill wanted this. 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 O'Neill wanted to improve the economy of Northern Ireland. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers should include some of the following:

- To bring change and progress
- O'Neill believed the "face of Ulster" had to be transformed if it was to prosper
- Decline of traditional industries, especially shipbuilding
- High unemployment
- To take away causes for political discontent
- The West was economically deprived

Any valid point

[6]

- (ii) How did O'Neill attempt to improve the economy of Northern Ireland in the 1960s?

**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 attempts made. 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 O'Neill attempted to improve the economy of Northern Ireland in the 1960s. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers should include some of the following:

- He invested £900 million in the economy
- Attracted multinational firms, such as ICI, Michelin and Grundig with offers of investment grants and tax allowances
- An Economic Council was set up under Brian Faulkner
- A Ministry of Development set up in 1965 to drive economic revival
- A new city was established – Craigavon. It was in the Lurgan–Portadown area
- A new university was built in Coleraine
- Attempted to modernise railway system
- Began a new motorway system
- Economic links with Irish Republic were established. These resulted in the signing of an agreement on the supply of electricity from the Republic of Ireland

Any other valid point [9]

Or

### Unionist Opposition to O'Neill

- (i) Why did many unionists oppose O'Neill and his policies?

#### 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 many Unionists opposed O'Neill and his policies. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers should include some of the following:

- O'Neill selected as leader of the Unionist Party – most MPs had favoured Faulkner  
Opposition to co-operating with the Irish Republic as it laid claim to “the whole island” of Ireland in its constitution
- Opposition to co-operating with the Irish Republic when the power of the Catholic Church was so strong there
- Cabinet objected to O'Neill's failure to consult them before Lemass visit
- Opposition to O'Neill's reforms towards Catholics as too liberal. William Craig criticised O'Neill's television appearance after O'Neill's Five-Point Programme as giving in to pressure from the British Government
- Opposition to the Cameron Inquiry after the violence at Burntollet Bridge. Faulkner resigned saying O'Neill wasn't strong enough to handle the situation
- Chichester-Clark resigned over one-man-one-vote
- O'Neill's aloof attitude to criticism

Any other valid point [6]

- (ii) In what ways did many unionists show their opposition to O'Neill and his policies?

**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 ways in which this was done. 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 ways in which many Unionists showed their opposition to O'Neill and his policies in the 1960s. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers should include some of the following:

- Reverend Ian Paisley and supporters snowballed Lemass' car on his Stormont visit 1965
- Faulkner condemned O'Neill for not consulting Cabinet over Lemass visit
- Reverend Ian Paisley and supporters demonstrated against Lynch visit 1967. They carried placards saying "Lundy" and "Ally of Popery"
- William Craig criticised O'Neill's television appearance after O'Neill's Five Point Reforms as giving in to pressure from the British Government
- Opposition to the Cameron Inquiry after the violence at Burntollet Bridge. Faulkner resigned saying O'Neill wasn't strong enough to handle the situation
- "Crossroads" election – Reverend Ian Paisley stood against O'Neill in his Bannside constituency and almost defeated him
- Chichester-Clark resigned over one-man-one-vote
- Loyalist violence spring 1969 – "bombed" O'Neill "out of office"

Any other valid point

[9]

25

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

- (i) Oliver Napier (**example**) [1]
- (ii) Provisional IRA [1]
- (iii) Bogside [1]
- (iv) SDLP [1]
- (v) Stormont [1]

(b) (i) Give **one** reason for the formation of the Democratic Unionist Party in 1971.

**Target AO1:** Recall of knowledge

Any **one** 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 campaigners
- A desire to defend the constitution of Northern Ireland
- A concern to pursue more progressive social policies

Any other valid point [2]

(ii) Describe **two** effects of Bloody Sunday, 30th January 1972.

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

Any **two** of the following:

- Outpouring of grief and anger in nationalist areas. Rioting took place in some of these areas
- The Widgery Inquiry was set up. Its results were inconclusive, although it did establish that none of those who were killed had any weapons. Catholics were unhappy with the Widgery Report
- Catholic hostility to the state increased. The majority of Catholics believed the victims to be totally innocent
- Recruitment and sympathy for the IRA increased
- The IRA stepped up their campaign of violence
- Most unionists were sorry at the loss of life, but believed that the incident could have been prevented. Most unionists refused to believe that the victims were completely innocent
- Some unionists responded to the IRA violence that followed Bloody Sunday by forming the Ulster Vanguard. It was headed by William Craig and was a co-ordinating body for traditional loyalist groups

Any other valid point

(2 × [2]) [4]

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

AVAILABLE  
MARKS

**Either**

**Internment and Bloody Sunday**

- (i) Why was internment introduced in Northern Ireland in 1971?

**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 introduction of internment. 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 internment was introduced in Northern Ireland in 1971. Spells, punctuates and uses the rules of grammar with reasonable accuracy. Answers should include some of the following:

- Violence was increasing – it reached an all-time high by summer 1971, just before internment was introduced
- The IRA was growing considerably. The Falls Road Curfew in 1970 had helped this
- The marching season was in full flow – tensions were high, and more control of the situation was needed
- The Unionist government wished to show it could control Northern Ireland and felt a bold move like internment could do this
- Unionist frustration that the courts were unable to convict those suspects of involvement in the IRA bombing campaign against unionist businesses
- The Special Powers Act allowed the Unionist government to bring in internment, and they had used it before
- Internment could help with arms searches – the chance to gain information from suspects during interrogation

Any other valid point

[6]

- (ii) How did **each** of the following respond to the introduction of internment:

- Nationalists
- Unionists?

**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 responses. 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 nationalists and unionists responded to the introduction of internment in 1971. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers should include **some** of the following:

**Nationalists**

- There was a belief that internment was an abuse of civil rights. Internment gave the government and police the power to arrest, detain and interrogate without trial anyone suspected of being in the IRA
- Violence increased dramatically – from the time that internment was introduced until the end of the year, 143 people died through bombings and shootings, many of which were by the IRA. This was nearly five times as many as died in the first eight months of 1971
- IRA recruitment grew considerably
- The SDLP called for a rent and rates strike in protest against internment – and also for a withdrawal from local government
- Civil rights marches were held in protest against internment. This led to Bloody Sunday, which happened during one of these marches

**Unionists**

- Felt it was an unpleasant, but necessary method of stopping the IRA
- Faulkner accepted that it hadn't been a complete success. He acknowledged that many of the most wanted – especially leaders of the Provisional IRA – “escaped the net”
- However, Faulkner did insist that internment had helped limit the IRA's effectiveness by helping the police and army to seize more IRA weapons

Any other valid point

[9]

**Or**

**The Increasing Violence of 1969 and Britain's Response**

- (i) Why did many nationalists in Northern Ireland welcome the following in the summer of 1969:
- The arrival of British troops in Northern Ireland
  - The Downing Street Declaration?

**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 nationalists welcomed these developments. 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 many nationalists in Northern Ireland welcomed the arrival of British troops and why they welcomed the Downing Street Declaration. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers should include some of the following:

**The arrival of British troops**

- Many in Belfast saw them as their protectors from loyalist attacks and from the RUC
- Nationalist MPs had been pressurising the British Government for soldiers to come in
- Some felt that the arrival of troops represented a victory over the RUC. They believed that it showed police control had been weakened in nationalist areas

**The Downing Street Declaration**

- Civil rights leaders were pleased to see most of their demands met. For example, the Downing Street Declaration introduced a single housing authority, which could ensure fairer housing allocation
- Nationalists were assured that they were entitled to the same rights as every other citizen in the UK
- The Hunt Report recommended the disbanding of the B-Specials and the disarming of the RUC. This was welcomed by nationalists

Any other valid point

[6]

- (ii) In what ways did violence increase in Northern Ireland in the summer of 1969?

**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 ways in which 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 the ways in which violence increased in Northern Ireland in the summer of 1969. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers should include some of the following:

**Belfast**

- Sectarian violence increased
- House burnings were frequent – 3500 families (mainly Catholic) were forced to leave their homes
- Seven were killed and over 100 wounded
- Paramilitaries started to emerge – gunfire began to replace petrol bombs

**Derry/Londonderry**

- Violence followed the Annual Apprentice Boys parade in Derry/Londonderry in August 1969
  - The Battle of the Bogside took place in Derry/Londonderry. Rioting lasted for 50 hours
  - Violence also flared up in several provincial towns
- Any other valid point [9]

**Key Issue:** The Search for a Solution

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

- (i) New Ireland Forum (**example**) [1]
- (ii) Sunningdale [1]
- (iii) Edward Heath [1]
- (iv) Bobby Sands [1]
- (v) SDLP [1]

- (b) (i) Give **one** reason why republican prisoners went on hunger strike in 1980 and 1981.

**Target AO1:** Recall of knowledge

Any **one** reason from the following:

- Removal of Special Category Status by the British Government in 1976
- Previous protests against removal of Special Category Status hadn't worked, e.g. the Blanket Protest
- Hunger strikes had been a successful tactic in the past. It had been used governments in both Northern Ireland and Eire/the Irish Republic
- To increase Republican popularity – Republicans to be seen as victims, rather than simply terrorists
- 1981 Hunger Strike held in frustration at Britain's decision not to give concessions after 1980 Hunger Strike

Any valid point [2]

- (ii) Describe **two** actions taken by nationalists to support the Hunger Strike of 1981.

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

Any **two** of the following:

- Nationalists elected Bobby Sands as MP for Fermanagh-South Tyrone. He stood as an anti-H-Block candidate
- There was a huge turnout at Bobby Sands' funeral
- Nationalists elected Bobby Sands' election agent as MP for Fermanagh-South Tyrone, after Bobby Sands' death
- There was a high vote for Sinn Fein in 1983 Westminster elections – Gerry Adams (Sinn Fein) replaced Gerry Fitt (SDLP) as MP for West Belfast

Any other valid point

(2 × [2]) [4]

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

**Either**

**Unionists and the Anglo-Irish Agreement**

- (i) Why did many unionists oppose the Anglo-Irish Agreement of 1985?

**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 many unionists opposed the Anglo-Irish Agreement of 1985. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers should include some of the following:

- They weren't consulted about the Agreement. The Agreement took place as a result of secret meetings between the British and Irish governments. As a result, unionists called the Agreement the Dublin "Diktat"
- They feared a united Ireland would happen as a result
- They were angry at the role given to the Irish Republic. It would now be able to make a contribution to how Northern Ireland was run. For example, the Agreement allowed the Irish Republic to take part in an Intergovernmental Conference, which would deal with security, political and legal matters
- They felt betrayed by Margaret Thatcher. Margaret Thatcher had supported the unionist position in the past by resisting both the hunger strikers and the New Ireland Forum. Unionists therefore felt she had been on their side and were shocked to be proved wrong.

Any other valid point [6]

- (ii) In what ways did unionists oppose the Anglo-Irish Agreement of 1985?

**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 ways in which 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 the ways in which unionists opposed the Anglo-Irish Agreement of 1985. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers should include some of the following:

- There were marches to the headquarters of the Anglo-Irish Secretariat
  - A huge protest rally took place at Belfast's City Hall. At least 100 000 took part
  - All 15 Unionist MPs resigned
  - The "Ulster Says No" campaign – including "Day of Action" – took place. During the Day of Action in March 1986, much of Northern Ireland was brought to a standstill
  - A campaign of civil disobedience was launched. This included the shunning of British ministers and a boycott of Westminster
  - There were loyalist attacks on RUC at the end of 1986 and in 1987
- Any other valid point [9]

**Or**

**Power-sharing, 1973–1974**

- (i) Why was power-sharing introduced to Northern 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 why power-sharing was introduced in Northern Ireland. 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 power-sharing was introduced in Northern Ireland. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

Answers should include some of the following:

- Direct Rule was only intended to be temporary. Eventually Britain intended to restore a government within Northern Ireland
  - Power had to be shared – there was no question of a return to the days of Unionist domination
  - Direct Rule had made little impact on the violence, 1972 was the worst year of the "Troubles" to date
  - Growth of loyalist paramilitaries in response to Direct Rule
- Any other valid point [6]

(ii) How did unionists react to the Power-Sharing Executive set up in 1974?

AVAILABLE  
MARKS

**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 reactions. Answers may contain some inaccurate details. Spelling, punctuation and uses the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will be detailed and accurate and address how unionists reacted to the Power-Sharing Executive set up in 1974. Spelling, punctuation and uses the rules of grammar with reasonable accuracy.

Answers should include some of the following:

- The United Ulster Unionist Council (UUUC) was formed from all Unionists who opposed power-sharing
- The UUUC fought the 1974 General Election, winning 11 out of the 12 Northern Ireland seats
- The UUUC criticised the Executive and disrupted Assembly business
- The Ulster Workers' Council (UWC) strike of May 1974 took place. It succeeded in bringing about electricity blackouts, closing down many industries, severely restricting fuel supplies and making transport almost impossible. When the army was ordered to take over fuel supplies, the UWC ordered a total shutdown
- Loyalist bombs were used against targets in the Irish Republic in Dublin and Monaghan in May 1974
- Faulkner and his supporters in the Ulster Unionist Party did, however, support power-sharing. Faulkner became Chief Executive
- Many unionists (although not a majority) voted for power-sharing unionists in the 1973 Assembly elections
- Some workers took part in a back-to-work demonstration during the UWC strike
- The Alliance Party supported power-sharing and took part in the power-sharing executive

Any other valid point [9]

25

**Section B**

**50**

**Total**

**100**



*Rewarding Learning*

**General Certificate of Secondary Education  
2010**

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**History**

**Paper 2  
Foundation Tier**

**[G4602]**

**WEDNESDAY 9 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 Relations between Cuba, the USA and the USSR from 1959 to 1962

- (a) Give **two** points from Source A to show how the USA reacted to Castro's actions in Cuba from 1959–1961.

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

Any **two** of the following:

- Castro took land owned by US businessmen, gave it to Cuban peasants and as a result, the US government reduced imports of Cuban sugar
- Castro took more US property. Eisenhower banned all Cuban sugar imports in response to Castro's actions
- Castro made a deal with the USSR. Kennedy approved a CIA plan to invade Cuba and overthrow Castro

Any other valid point [4]

- (b) Study Source B. Give **three** reasons why the USSR developed closer relations with Cuba from 1959 to 1962.

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

Any **three** of the following:

- Khrushchev wanted to make sure that Cuba remained communist
- He wanted to protect Castro
- Other countries in Central and South America might follow the example of Cuba and become communist
- USSR wanted to sell its oil and tractors to Cuba
- It would be a blow to the USSR if Cuba was lost
- It would be a blow to communism if Cuba was lost
- It would damage the reputation of the USSR throughout the world if Cuba was lost

Any other valid point [6]

- (c) How **reliable** and **useful** is **Source D** to an historian studying relations between Cuba, the USA and the USSR from 1959 to 1962?

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

#### Level 1 ([0]–[2])

A limited response which may describe what the photograph shows. Little attempt will be made to address issues of reliability and/or usefulness of Source D.

**Level 2 ([3]–[5])**

Answers at this level will discuss the reliability and/or utility of the source to an historian studying relations between Cuba, the USA and/or the USSR between 1959 and 1962. Candidates may point out that as it is a photograph it shows only one moment in time. They may begin to make observations about what can be inferred from the photograph, who took it and why, and how this may affect reliability and utility.

**Level 3 ([6]–[8])**

Answers at this level will discuss more fully the reliability and usefulness of Source D to an historian studying relations between Cuba, the USA and/or the USSR between 1959 and 1962.

Some of the following points may be made:

**Reliability**

- A photograph shows just one moment in time and so is a very limited source
- Other information needed if a photograph is to be of use to an historian – some contextual knowledge needed
- No US presence in the photograph
- Photographs can be posed to show whatever the photographer wants

**Utility**

- Everyone in the photograph seems happy, Castro, Khrushchev and the group of Russians also shown
- We are told that Castro's visit was after the Cuban Missile Crisis but we have no information about the reason for his visit
- This suggests that relations between Cuba and the USSR remained strong after the crisis – all seem to be welcoming the Cuban leader
- This source would be of some use to an historian studying relations between Cuba and USSR but it tells us nothing about the USA
- No date is given for the source
- Overall this source has limited utility

Any other valid point

[8]

- (d) Using **Sources A, B and C** and **your own knowledge**, explain why there are different views about the reasons for the change in relations between Cuba, the USA and the USSR from 1959 to 1962.

**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 some of 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 the different views given in the sources about the reasons for the change in relations between Cuba, the USA and/or the USSR between 1959 and 1962. 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 views on the change in relations and reasons for these. Answers will use detail and refer to the type and origin of the three sources. They will use some outside knowledge to support their answer.

Some of the following points should be made:

**Source A**

- The historian points out that the actions of Castro began the change in relations
- He wanted Cuba to be independent of the USA and so seized land belonging to US businessmen
- This provoked a reaction from the US Government which banned sugar imports from Cuba
- Castro then approached the USSR which agreed to take Cuba's sugar and to sell her oil and machinery

**Source B**

- Khrushchev gives his explanation for developing closer relations with Cuba
- He focuses on Cuba's importance to the USSR – it would give the USSR influence in Central America
- It was the duty of the USSR to make sure that Cuba remained communist
- It would be a terrible blow to the USSR if Cuba was lost
- It would damage the reputation of the USSR across the world

**Source C**

- The modern historian gives a broader view of the reasons for the change in relations
- This secondary source provides a fuller account
- We are told that the USSR was providing financial and diplomatic aid to Cuba to keep Castro in power
- Then Khrushchev decided that he could also use Cuba to help the USSR in its Cold War struggle with the USA
- He placed missiles on Cuba to threaten the USA and to get it to remove US missiles in Turkey. These threatened the USSR

In conclusion it is clear from the sources that the leaders of all three countries played a part in bringing about a change in the relationship between them.

**Points from own knowledge:**

- Candidates could give some details of the CIA plan to depose Castro – Bay of Pigs, 1961
- Could give details of the Jupiter missiles stationed by the USA in Turkey to threaten the USSR
- Details of the sending of nuclear missiles to Cuba in 1962 which led to the Cuban Missile Crisis
- Details of the Cuban Missile Crisis and its effects on relations between the three countries

Any other valid point

[12]

**Section A**

**AVAILABLE  
MARKS**

30

**30**

## Section B

AVAILABLE  
MARKS

### 2 How and why did the USSR keep control over Eastern Europe between 1945 and 1961?

**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 explanation of how and why the USSR kept control over Eastern Europe between 1945 and 1961. 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 kept control over Eastern Europe between 1945 and 1961. Answers may include some of the following:

##### (a) The USSR's takeover of Eastern Europe, 1945 to 1948

- Stalin was determined to make Eastern Europe a Russian sphere of influence. He wanted to create 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, Eastern Europe was acknowledged to be in the USSR's sphere of influence. Free elections were promised. However, after the end of World War Two 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

- In response to the Truman Doctrine and the Marshall Plan, Stalin tightened Russian control using Cominform and Comecon to strengthen political and economic control over Eastern Europe and the USSR

**(b) The Berlin Blockade and Airlift, 1948–1949**

- As the Cold War developed, the compromise over Berlin caused tension in relations between the USSR and the USA. At Yalta and Potsdam it was decided to divide Berlin into four sectors: British, French, American and Russian. Berlin was situated 100 miles inside the Russian zone and behind the Iron Curtain. In 1948 a new currency was introduced in the Western sectors and help given to rebuild West Berlin through the Marshall Plan. This threatened to undermine Russian control over East Berlin
- Stalin blocked off all road, canal and railway links from West Germany to West Berlin in June 1948. The two million residents of West Berlin were cut off from Western help. The Americans saw this as a test of the Truman Doctrine and were determined to help 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 the USA and Britain. The airlift lasted 324 days. Up to 13,000 tons were supplied each day during the Berlin Airlift
- During the Berlin Airlift the people of West Berlin accepted rationing and hardship. 79 people, mainly British and American pilots, 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 West Europe and in 1949 it set up NATO to protect West Germany

**(c) 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 Co-existence" 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
- In 1956 anti-Russian demonstrations forced Rakosi to resign. He was replaced by a more reformist communist leader, Imre Nagy. Nagy then called for the removal of Russian troops from Hungary. He promised that Hungary would become a neutral country and leave the Warsaw Pact. Khrushchev, however, feared that this would lead to the collapse of Russian control of Eastern Europe
- On 4th November, 4,000 Russian tanks and 15 army divisions sealed off the capital Budapest. The Hungarian rebels had few weapons but put up fierce resistance. Over 4000 were killed and 150,000 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 loyal 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

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

- The city of Berlin was the only place where people from East and West had open contact 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 clearly seen in Berlin. During the 1950s over two million East Germans, mainly young skilled workers, used Berlin as an escape route to the "Golden West"
- In the late 1950s Khrushchev tried to get a peace treaty 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
- On 13th August 1961 East German police sealed off all crossing points from East Berlin to the Western sectors. At first they used 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 in vain. The Wall was patrolled by armed guards and lookout posts and many East Germans were killed while attempting to escape

Any other valid point

Some of this detail may be included at Level 2. Spelling, punctuation and uses the rules of grammar with reasonable accuracy. [30]

30

### 3 How and why did events in Korea from 1950 to 1953 affect relations between the USA and China?

Use the following four 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 explanation of how and why events in Korea from 1950 to 1953 affected relations between the USA and China. 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 events in Korea from 1950 to 1953 affected relations between the USA and China. Answers may include some of the following:

#### **(a) North Korea's invasion in 1950: reasons and actions**

- Korea was divided on 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 South Korea to communism seemed inevitable
- The USA 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 USSR's sphere of influence

**(b) The USA's involvement: reasons and actions, 1950–1953**

- The USA became involved in Korea because of its policy of containment. China had become communist in 1949 and the USA believed that communism would spread throughout Asia – the Domino Theory
- 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
- The policy of roll back was supported by General MacArthur and by 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
- 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

**(c) China's involvement: reasons and actions, 1950–1953**

- 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 wanted to confront China and even suggested using the atom bomb against China. Truman felt that the risks of this policy were too great as the USSR and China had signed a Friendship Pact in 1950. MacArthur was sacked in April 1951

**(d) Effects of the war on Korea, the USA and China****Korea**

- Korea remained divided and relations between North and South were tense. Border incidents were frequent
- Korean troops and civilians suffered severely. Over 2 million Koreans were killed. There were severe food shortages and outbreaks of disease
- Whole areas of Korea were destroyed as a result of the use of weapons such as flame throwers and napalm

**The USA**

- 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 USA achieved its aim at a cost. Over 50,000 Americans were killed 'in the century's nastiest little war'. The USA was forced to triple its spending on the military. Defence spending overall increased from \$12 billion to \$60 billion
- The Korean War increased the USA's commitment to protect Asia. The USA signed military agreement with the Philippines, New Zealand and Australia. SEATO was set up. It widened the role of the USA to contain the spread of communism anywhere in Asia

**China**

- China saved North Korea by sending its 250,000 volunteers against the UN/USA army. The Chinese 'volunteer' army pushed the UN/USA army back into South Korea. The ambitious USA policy of roll back failed because of China's intervention
- China regarded its actions as self-defence. China gained the respect of communist countries in Asia. In 1950 China signed a Treaty of Friendship with the USSR, thereby creating a communist power base in Asia
- Over 200,000 Chinese were killed in the Korean War. The war was very costly to China
- China's actions were condemned by the United Nations. In the 1950s China isolated itself from the rest of the world behind the so-called "bamboo curtain"
- China was excluded from the UN. 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. China became more hostile to the capitalist world

Any other valid point

Some of this detail may be included at Level 2. Spelling, punctuation and uses the rules of grammar with reasonable accuracy. [30]

30

#### 4 How and why did the USA increase its involvement in Vietnam between 1954 and 1973?

AVAILABLE  
MARKS

**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 explanation of how and why the USA became involved in Vietnam between 1954 and 1973. 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 Vietnam between 1954 and 1973. Answers may include some of the following:

##### **(a) Increasing involvement of the USA and reasons for this, 1954 to 1963**

- All three US presidents from 1954 until 1963 supported the Truman Doctrine as a centrepiece of foreign policy. They believed that the spread of communism had to be contained. They believed in the Domino Theory and saw Asia as the area where communism aimed to expand. The loss of China to communism in 1949 strengthened this belief. In 1956 Eisenhower said that Vietnam was “the cornerstone of the free world in South East Asia”
- Vietnam had been controlled by France before 1940 and taken over by Japan from 1940 until 1945. Ho Chi Minh led the Viet Minh against France’s attempts to regain control after 1945. Ho Chi Minh was a communist and this turned his struggle into part of the Cold War. As part of the Truman Doctrine, the USA gave France \$1.4 billion to help defeat the Viet Minh. France was defeated at the battle of Dien Bien Phu in 1954 and in a peace settlement Vietnam was divided on Cold War lines along the 17th Parallel
- From 1954 the non-communist South Vietnam governments faced a guerrilla war against the Viet Cong led by Ho Chi Minh, now leader of communist North Vietnam. The US leaders were determined to save South Vietnam. From 1954 to 1964 the USA sent increasing amounts of indirect help: money, military equipment and advisers to help the government of South Vietnam. By 1960 there were 16,000 American advisers in South Vietnam.

**(b) The USA's actions, 1964 to 1968**

- The immediate cause of direct USA involvement was the Gulf of Tonkin incident in August 1964. A North Vietnamese gun boat fired at a USA warship. There was anger in the USA and Congress gave President Johnson the right to use “all necessary measures” in the Tonkin Resolution. This was termed “Grandma’s nightshirt” as it covered everything!
- President Johnson ordered direct air strikes against North Vietnam in Operation Rolling Thunder to prevent help and supplies reaching the Viet Cong. The intense bombing campaign caused massive destruction but was ineffective. Homes and crops were destroyed and thousands of civilians killed by the Americans in a failed attempt to defeat the Viet Cong
- In 1965 the USA sent troops into Vietnam. By 1968 over 500,000 USA soldiers were in Vietnam. General Westmoreland, the head of the US army, had three main objectives: to seek out the Viet Cong in Search and Destroy missions; defend American bases and protect the government of South Vietnam
- The American attempt to win “hearts and minds” in South Vietnam failed. Aid was supplied, e.g. schools and hospitals were built, cattle and machinery given to the peasants. The policy of moving 40% of the peasants to protected villages called “strategic hamlets” backfired. This was unpopular and was resented by the peasants and served only to gain support for the Viet Cong. The Americans were not seen as defenders of freedom but as foreign aggressors. The Americans could not speak the language and could not distinguish between Viet Cong and the rest of the population
- The USA used Search and Destroy tactics – burning homes and villages in South Vietnam in a desperate attempt to capture Viet Cong suspects. The Americans used Napalm and Agent Orange defoliant to try and uncover Viet Cong hiding places and supply lines through the jungle
- By 1968 the Americans were frustrated that they couldn’t use their superiority in weapons or face their enemy in open combat. The USA army made little progress because the Viet Cong used guerrilla tactics, especially ambushes and sabotage. The long-term effectiveness of low tech weapons and guerilla tactics wore down the morale of the American army

**(c) Viet Cong and guerrilla warfare, 1964 to 1968**

- The Viet Cong had the support of most South Vietnamese peasants and were able to move around freely and were sheltered by the villagers. They spoke the same language, mingled with the peasants and promised them land. Ho Chi Minh stated “the people are the water, our armies are the fish”. Often the Viet Cong used violence and intimidation to prevent co-operation between South Vietnamese villagers and the Americans

- The Viet Cong were very committed but did not have the numbers or the weaponry to match the Americans. Therefore, they avoided open conflict and relied on guerrilla tactics. The Viet Cong were experienced guerrilla fighters against the Japanese and the French. They were familiar with the jungle terrain and very committed to their cause and saw the US army as another foreign invader
- The Viet Cong ambushed American patrols, threw grenades, used punji traps and set land mines. They launched surprise attacks from a system of underground tunnels. The unexpected nature of these attacks and the difficulty of finding those responsible was a major cause of frustration for the US army. This caused increased American casualties and lowered the morale of the American soldiers
- The Viet Cong received vital help from North Vietnam along the Ho Chi Minh Trail, a network of hidden jungle paths and tunnels along the western border with Cambodia and Laos. This was used to smuggle weapons and supplies from North Vietnam. Thousands of North Vietnamese women and children helped keep the supply routes open in spite of intensive USA bombing of North Vietnam
- The USSR gave vital indirect military aid, especially guns and missiles to North Vietnam and the Viet Cong. Most of this was supplied through China and reached South Vietnam through the Ho Chi Minh Trail
- In the Tet Offensive, January 1968, the Viet Cong launched a series of surprise raids on more than 100 American bases and Vietnamese cities. Over 70,000 took part and many cities were captured. Saigon, the capital, was attacked. Though the Tet Offensive failed and the Viet Cong suffered high casualties, it marked a turning point in the war

**(d) Unpopularity of the war and reasons for the USA's withdrawal, 1968 to 1973**

- The war had shown that the USA's vast superiority in military strength could not stop the spread of communism in Vietnam and South East Asia. The Tet Offensive, January 1968, and the My Lai Massacre, March 1968, shocked the American public and convinced many Americans that the war could not be won
- The morale of American soldiers declined. The USA soldiers were sent on one-year tours of duty and most were inexperienced in handling the climate and guerilla tactics of the Viet Cong. The morale of the soldiers declined and drug abuse was a major problem
- The increased cost and death toll of Americans – 58,000 deaths and 300,000 wounded, made the war increasingly unpopular in the USA. The war cost an estimated \$28 billion per year which disrupted Johnson's social and welfare reforms central to his dream of creating a "Great Society". Anti-war protests increased, especially among university students, for example, four were killed at Kent State University in Ohio in 1970. There was an increase in draft dodging, e.g. Muhammed Ali

- In 1969 President Nixon began a policy of Vietnamisation which meant the gradual withdrawal of American troops and the transfer of responsibility to the South Vietnamese army. The USA began peace talks with North Vietnam in Paris. However, an intensive bombing campaign against North Vietnam, Cambodia and Laos to disrupt the Ho Chi Minh Trail was widely condemned, and negotiations with North Vietnam dragged on until January 1973 when a ceasefire was agreed
- The last USA troops left Vietnam in January 1973 and all aid to South Vietnam was stopped. The South Vietnamese army was defeated in 1975 when North Vietnam took control and reunited the country into a communist country led by Ho Chi Minh

Any other valid point

Some of this detail may be included at Level 2. Spelling, punctuation and uses the rules of grammar with reasonable accuracy. [30]

**Section B**

**Total**

**AVAILABLE  
MARKS**

30

**30**

**60**





*Rewarding Learning*

**General Certificate of Secondary Education  
2010**

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**History**

Paper 1  
Higher Tier

[G4603]

**WEDNESDAY 2 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 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) Give **two** ways in which Germany was affected by the terms of the Treaty of Versailles.

**Target AO1:** Recall of knowledge.

(i) Any **two** of the following:

- Military restrictions, e.g. army was cut to 100,000 men – difficult to defend itself if attacked
- Restrictions to the military also meant that many Germans lost their jobs
- Loss of land to other countries, e.g. Eupen and Malmedy to Belgium, Alsace–Lorraine to France, was a blow to German national pride and many Germans now found themselves living in other countries.
- Loss of land meant Germany lost resources, e.g. 16% of coalfields
- Reparations payments meant that the government had less money to help Germany recover from the effects of World War One

Any other valid point

[1] for each correct answer

[2]

(ii) Give **two** ways in which the lives of Germans were affected by the hyperinflation crisis of 1923.

Any **two** of the following:

- Many people lost savings
- Those on fixed pensions suffered as the money they received didn't increase
- People with loans or debts benefited as they could pay them off easily
- People were often paid twice daily
- May give reference to individual stories, e.g. children playing with money
- People bartered rather than using money
- Foreigners working in Germany also benefited

Any other valid point

[1] for each correct answer

[2]

- (b) (i) How did Hitler and the Nazis try to seize power in November 1923?

**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 believed that as a result of the hyperinflation crisis, the time was right to try to seize power in Germany. Along with General Ludendorff and some members of the SA he entered a beer hall in Munich in November 1923 where the Bavarian government leaders were holding a meeting
- He asked Von Kahr and Von Lossow to support him on a march from Munich to Berlin to take power. They agreed as they were afraid of what the Nazis might do
- Although they agreed to meet Hitler the following day, they actually told the Bavarian police about the planned Putsch. As a result, when the crowd gathered the following day they were fired upon – 16 Nazis were killed and many more, including Hitler, were arrested

Any other valid point

[4]

- (ii) How had Germany recovered from the hyperinflation crisis of 1923 by 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]–[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:

- Stresemann got striking workers to end passive resistance, thus getting production going again
- Germany started paying reparations again which led to the French leaving the Ruhr
- A new currency, the Rentenmark, and a new national bank were brought in
- The Dawes Plan was set up which allowed Germany to pay reparations over a longer period of time
- American banks lent money to Germany for investment in businesses
- As a result of the new investment in industry, jobs were created, e.g. in the I.G. Farben company [5]

- (c) How and why did the Weimar Governments collapse between October 1929 and January 1933?

**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. Spelling, punctuation 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. Spelling, punctuation 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. Spelling, punctuation and uses the rules of grammar with consistent accuracy.

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

**Weaknesses in the Weimar Constitution**

- PR led to lots of different parties getting elected
- Although this was very democratic it led to no political party being able to gain a majority, leading to the formation of coalition governments
- These could operate in normal circumstances, but in times of crisis it led to delays in decision-making or no decisions being taken at all
- When this occurred the Weimar Constitution allowed for Article 48 to operate, meaning that the President could make decisions without consulting the Chancellor or the Reichstag in times of crisis
- Towards the end of its existence the Weimar Government had begun to rely on the use of Article 48, exposing its weaknesses and ultimately contributing to its downfall

**Actions of Weimar Governments, 1929–1933**

- When the Wall Street Crash in the USA led to the withdrawal of loans from Germany, Chancellor Müller wanted to cut taxes and raise benefits, but the coalition government couldn't agree on this and Brüning became the new Chancellor

- Brüning made unpopular decisions such as cutting benefits and raising taxes and thus lost support
- Although the Nazis won most votes in the elections held in July 1932, President Hindenburg appointed Franz von Papen and then von Schleicher respectively as Chancellors
- Neither had any support in the Reichstag and had to rely on Article 48 to get laws passed

### **Growth of 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
- They carried out the “Hitler over Germany” campaign whereby Hitler flew to destinations all over Germany to deliver his speeches personally to the people – this made them believe that he really cared about their future
- Told different groups of people exactly what they wanted to hear, e.g. business leaders were convinced by the Nazis’ hatred of communists
- Although the Nazis won more seats than other parties in the 1932 elections, President Hindenburg didn’t like Hitler and so refused to appoint him as Chancellor
- 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 30th January 1933

Any other valid point

[12]

25

\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

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

- (i) Give **two** ways in which the Nazis used propaganda to increase their control of Germany between 1933 and 1939.

Any **two** 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

- (ii) Give **two** ways in which the Nazis reduced unemployment in Germany between 1933 and 1939.

Any **two** of the following:

- Rearmament created jobs in the army and in industries producing armaments
- Conscription was introduced, providing jobs in the army
- RAD was set up for 18–25 year-old men who 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

[4]

- (b) (i) How did Hitler increase his control over Germany in 1934?

**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:

- During the Night of the Long Knives the SS were sent to kill 200 SA members, including their leader
- In August 1934, President Hindenburg died. Hitler decided to combine the posts of Chancellor and President, making himself Fuhrer or all powerful leader
- The army had seen the SA as rivals and had looked down on their thuggery. It was pleased with Hitler's action against them. When President Hindenburg died they swore an oath of loyalty to Hitler

Any other valid point

[4]

- (ii) In what ways did life change for Jewish 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:

- 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 Law for the Protection of German Blood and Honour banned marriage between Jews and Aryans as well as sexual relations outside marriage
- Jewish people had their German citizenship taken away from them
- During Kristallnacht in November 1938 Jewish homes, shops and synagogues were destroyed. Jews were fined for the damage caused and were forced to clean the streets afterwards
- Thousands of Jews were sent to concentration camps and dozens were killed

[5]

- (c) How and why did the lives of women and young people change in Germany between 1933 and 1939?

**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. Spelling, punctuation 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. Spelling, punctuation 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. Spelling, punctuation and uses the rules of grammar with consistent accuracy.

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

**Nazi ideas about women and young people**

- Women were viewed as very important as they would produce the future generations of the Master Race
- Hitler wanted to ensure that as many racially-pure children as possible were born
- Hitler believed that young people had to be indoctrinated so that they would become loyal Nazis in the future
- Wanted to ensure that young boys were prepared for military service

**Changes to the lives of 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 marks
- Women were encouraged to dress traditionally and go without make-up

**Changes to education and youth groups**

- 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 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
- Adolf Hitler Schools and Order Castles were set up for the most talented school pupils to attend

Any other valid point

[12]

25

\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

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

**(i)** Give **two** reasons why Hitler sent troops into the Rhineland in 1936.

Any **two** of the following:

- He wanted to test the governments of Britain and France to see how they would react
- 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

Any other valid point [2]

**(ii)** Give **two** reasons why Hitler signed the Nazi-Soviet Pact in August 1939.

Any **two** of the following:

- Hitler wanted to avoid fighting a war on two fronts – the USSR on one side and France on the other
- The Pact would give Hitler half of Poland's land
- If the USSR agreed not to fight Germany, Hitler could concentrate on defeating the western European countries which he hated because they signed the Treaty of Versailles

Any other valid point [2]

**(b) (i)** In what ways did Hitler break the terms of the Treaty of Versailles 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:

- 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]

(ii) How was Hitler able to take control of Austria by 1938?

**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:

- The Nazis had made a previous attempt to gain control of Austria in 1934 but Mussolini had stepped in. By 1938 Germany and Italy were now allies so Hitler felt confident about taking over Austria with no opposition from Italy
- Austrian Nazis began to put pressure on the government. The Austrian 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 Schuschnigg 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

[5]

- (c) How and why did Hitler attempt to increase the land controlled by Germany in 1938 and 1939?

AVAILABLE  
MARKS

**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:

**Sudetenland**

- Hitler wanted the Sudetenland as it contained many German speakers. It also contained the Skoda arms factory and Czechoslovakia's defences
- The Sudeten Nazis under their leader, Heinlein, stirred up trouble and claimed that the Czechs were mistreating the Germans
- Hitler stated that he would declare war if the areas of the Sudetenland that were more than 50% German were not given to Germany
- Chamberlain, the British Prime Minister flew to Munich to meet Hitler. After their first meeting Hitler raised his claim to all of the Sudetenland
- Britain was following a policy of appeasement. At a second meeting the British, French and Italian leaders agreed to Hitler's demands

**Czechoslovakia**

- Hitler wanted Czechoslovakia for lebensraum. He also believed that the Slavic people who lived there were racially inferior to Aryans
- As a result of Germany annexing the Sudetenland, Czechoslovakia had lost all its defences to the north. Hitler was able to invade the rest of Czechoslovakia easily
- Took Bohemia and Moravia before moving on to Slovakia – this was the first time Hitler had taken over territory that did not contain Germans. This was part of his quest for lebensraum
- Although Hitler had broken the Munich Agreement, Britain and France still did not stop him. They did give a guarantee to Poland, however, promising to step in if it was invaded

**Poland**

- Hitler detested the Polish Corridor which split German territory in two and he also wanted to regain control of the port of Danzig. The invasion of Poland was part of his quest for lebensraum and he also believed the Poles were racially inferior
- Although Britain and France had given a guarantee to Poland, Hitler invaded it anyway

- 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 the USSR
- When Hitler invaded Poland he was given an ultimatum – leave or war would be declared. Hitler did not remove his troops and so war began. With the help of the USSR, Poland was quickly defeated

Any other valid point

[12]

AVAILABLE  
MARKS

25

\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

## A2: Russia c1916–c1941

(Answer any **two** questions)

AVAILABLE  
MARKS

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

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

(i) Give **one** effect of the July Days 1917 on **each** of the following:

#### The Provisional Government

- 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

#### The Bolsheviks

- 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]

(ii) Give **one** effect of the Kornilov Revolt August 1917 on **each** of the following:

**Target AO1:** Recall of knowledge.

#### The Provisional Government

- The Kornilov Revolt had a negative effect on 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, however, had no military support. He was forced to release Bolsheviks from prison 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

- The Bolsheviks benefited from the Kornilov Revolt. Bolshevik prisoners were released and given weapons by Kerensky to defend Petrograd. The Kornilov Revolt failed and the Bolshevik Red Guard was hailed as the saviours of Petrograd. This diverted attention from the Bolshevik failure in the July Days
- The Bolsheviks now planned to overthrow the Provisional Government. The Bolsheviks were now armed and the Provisional Government was weakened and vulnerable to military threat [2]

- (b) (i) How did the policies of the Provisional Government increase its unpopularity within Russia by October 1917?

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 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 policies of the Provisional Government increased its unpopularity in Russia by October 1917. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- The Provisional Government was not elected. It lacked legitimacy, experience and authority. It was a caretaker government which was criticised for delaying elections to a Constituent Assembly
- The Provisional Government had no programme for government and was weakened by the system of Dual Authority
- 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 low morale, a breakdown of army discipline and an increase in the number of desertions
- 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. It 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

[4]

- (ii) What actions did Lenin and the Bolsheviks take to gain control of Russia in October 1917?

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 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 actions of Lenin and the Bolsheviks in gaining control of Russia in October 1917. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- The Mensheviks and SRs were compromised by their support for the war and co-operation with the Provisional Government. The Bolsheviks were the only revolutionary group to consistently oppose the Provisional Government. The Kornilov Revolt helped the Bolsheviks and in September 1917 they controlled the Petrograd Soviet. The Soviet was the vehicle used by the Bolsheviks to seize power. Lenin's slogan in the April Theses had been "All Power to the Soviets"
- 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 Constituent 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 organized and planned the take-over of key buildings and places of strategic importance in Petrograd. The Provisional Government had little military support and put up no resistance. The fighting was confined to Petrograd and by 27th October the Bolsheviks had control of the capital.

Any other valid point

[5]

- (c) Explain how and why Russia's involvement in World War One led to the downfall of Tsar Nicholas II in February 1917.

**Target AO1:** Recall, select and deploy knowledge to describe and analyse 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 and why Russia's involvement in World War One led to the downfall of Tsar Nicholas II in February 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:

**Military weaknesses**

- Russia fought in the Eastern Front against Austria–Hungary and Germany. 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 show that one-in-three soldiers had no rifle in 1915
- The quality of military leadership was poor. Most of the generals were aristocrats with little experience of modern warfare. Most of the experienced officers and soldiers were killed in the first year of the war. The Russian army by 1916 was described as “peasants in uniform”
- The Russian army suffered a high casualty rate. Over one million Russian soldiers died in the defeats in Galicia and Poland in 1915. Over nine 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. This was to be a fateful decision

**Economic effects**

- 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 the National Debt and led to inflation of 400% by January 1917. The standard of living declined as earnings doubled while the price of food and fuel quadrupled.
- War had a major impact on the production and distribution of food. Conscription took 15 million peasants from the countryside during the war. Most of the nine million casualties were peasants. Farm horses were taken for use by the army. Women and the old were left to maintain agricultural production. By 1916 inflation and low prices made trade unprofitable as peasants hoarded their produce.

- 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. Food distribution to cities, especially Moscow and Petrograd, were badly affected because of their remoteness from grain-growing areas. By 1916 food shortages were experienced by soldiers at the front and city workers and their families

#### **Actions of Tsar Nicholas, Tsarina Alexandra and Rasputin**

- Tsar Nicholas II wanted to preserve autocracy and refused to co-operate with the Duma. He rejected an offer from the 4th Duma to form a Government of national unity. The Progressive Bloc consisting of  $\frac{2}{3}$  Duma deputies, mainly Kadets and Octobrists, became the centre of political resistance after 1916
- The Tsarina Alexandra was in control after Nicholas became commander-in-chief of the army in 1915. She was unpopular because of her German background. She was a stubborn upholder of autocracy and created much political instability by appointing and dismissing 36 ministers in two years. This resulted in unstable inexperienced governments
- The monk Rasputin became the confidant of Tsarina Alexandra due to his ability to control her son's haemophilia. Rasputin's influence over the Tsarina tarnished respect for the Romanovs and the system of autocracy. Rasputin's excessive drinking and dissolute lifestyle also reduced respect for tsarism. The aristocracy, a key pillar of the autocracy, resented being eclipsed in influence. The murder of Rasputin in December 1916 came too late to save the tsarist system
- In February 1917, widespread strikes and demonstrations in Petrograd, triggered the February Revolution. The Army refused to fire on the crowds. The Tsar was prevented from reaching Petrograd and abdicated in favour of his brother.

Any other valid point

[12]

25

\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

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

- (i) Give **two** actions taken by the Bolsheviks to increase their control over Russia from October 1917 to June 1918.

Any **two** of the following:

- After the October Revolution 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. Its reforms on workers' rights gave workers an 8 hour day, control of factories and removed managers
- The Land Decree in December 1917 legalised the seizure of land from the estates of the Tsar, the nobility and the Orthodox Church. 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 recognize 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. This shows that Lenin and the Bolsheviks were determined to hold on to power
- 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

Any other valid point [2]

- (ii) Give **one** reason for signing the Treaty of Brest-Litovsk and **one** effect of the Treaty of Brest-Litovsk on Russia.

Give **one** reason and **one** effect from the following:

**Reason**

- Lenin and the Bolsheviks had been consistent in having opposed the war. It was one of the slogans in the April Theses. Peace was popular among Russians but few expected the terms to be so harsh
- Lenin knew that Russia was not in a fit state to continue the war. Peace would give the Bolsheviks a breathing space
- Lenin expected a world revolution to break out among the working classes of Germany and England. He expected to recover the land lost in the peace treaty
- Germany had helped Lenin to return to Russia in 1917 and given the Bolsheviks financial help. Germany was keen to end the fighting on the Eastern Front and allow it to concentrate on the Western Front. This may have persuaded Lenin to sign the Treaty of Brest-Litovsk

**Effect**

- The terms of the Treaty of Brest-Litovsk were very severe. Russia lost  $\frac{1}{3}$  of European Russia where most of its industrial base was situated. The Ukraine, Russia's main grain-producing area was also lost
  - About one million square kilometres was lost along its western borders from the Baltic to the Black Sea. This area contained 45 million people
  - Russia had to pay 3 billion roubles to Germany as reparations
- Any other valid point [2]

- (b) (i) How did the weaknesses and mistakes of the White Army lead to its defeat in the Russian 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])**

Answers will provide an accurate description and well-informed analysis of how the weaknesses and mistakes of the White Army led to its defeat in the Russian Civil War. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- 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 in the areas controlled by the White Army. 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. Admiral Kolchak who led the White Army in the East attacked his SR supporters in this area

- 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
- Any other valid point [4]

(ii) How did the strengths of the Red Army help the Bolsheviks win the Russian 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 the strengths of the Red Army in the Civil War. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- 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. The Red Terror ensured the forced conscription of soldiers in the area controlled by the Reds. He turned the inexperienced Red Army into a disciplined, well-led and effective fighting force of 5 million soldiers
- Trotsky forced 22,000 ex-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”

Any other valid point [5]

- (c) Why was the New Economic Policy introduced in 1921 and how did it affect the economy and lives of people in Russia by 1924?

**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 reasons for the introduction of the New Economic Policy in 1921 and its effects on the economy and the lives of people in Russia by 1924. Spells, punctuates and uses the rules of grammar with consistent accuracy. Answers may refer to **some** of the following:

**Reasons for introducing the New Economic Policy**

- War Communism increased state control over industry. It imposed severe discipline on workers. Managers were put in charge and harsh penalties were imposed for absenteeism and lateness. There were rampant inflation and food shortages. Bartering became a vital way to survive for many workers
- Requisition squads terrorised peasants to provide food for the army and industrial workers. Five million died in a terrible famine in 1920–1921. By 1921, War Communism was very unpopular with workers, soldiers and peasants
- 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
- A series of peasant rebellions against the Bolsheviks in 1920 threatened Bolshevik control. The most serious was in Tambov province and took months to defeat
- 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”. Lenin feared that these growing internal challenges would lead to the overthrow of the Bolsheviks. He decided to abandon the unpopular War Communism in March 1921 and introduce the New Economic Policy

**Effects on industry and the lives of workers**

- The NEP relaxed state control over industry. Lenin called this compromise “One step back in order to take two steps forward”. This compromise meant accepting capitalist elements in the economy. Large industries and banks, the “Commanding Heights” were retained by the state

- All factories employing fewer than ten people were given back to their owners. Industrial production increased, e.g. coal production doubled from 9 to 18 million tons between 1922 and 1925. However, shortages of industrial goods led to the “scissors effect” in 1923 as demand from peasants exceeded production
- A new currency, the new rouble was created. Private trade was legalized and private markets selling consumer goods, e.g. clothes and shoes were set up. A new class of private trader called Nepmen emerged. They made large profits and were resented by many Bolsheviks
- Most workers continued to work in state-controlled factories and industries. Piecework and incentives allowed workers to improve their standard of living. Workers benefited from the end of the Civil War and increased agricultural production

#### **Effects on agriculture and the lives of peasants**

- 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

[12]

25

\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

6 (a) Target AO1: Recall of knowledge

- (i) Give **two** reasons why Stalin introduced the Five Year Plan in the USSR in 1928.

Any **two** of the following:

- A key reason why the first Five Year Plan was introduced in 1928 was to ensure 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 with 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
- An important reason why Stalin introduced the Five Year Plan was to link industrial development 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 Plan in 1928

Any other valid point [2]

- (ii) Give **two** ways in which the Five Year Plans had changed the economy in the USSR by 1941.

Any **two** of the following:

- The Five Year Plans created a planned economy organised centrally by Gosplan. There were three Five Year Plans between 1928 and 1941. Gosplan 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. Coal production increased from 35 to 166 million tons and steel from 4 to 18 million tons from 1928 to 1940
- New industrial centres were created especially in the remote resource-rich eastern part of Russia. The new cities of Gorki and Magnitogorsk in south west Siberia illustrated the industrial development east of the Urals
- The second Five Year Plan led to significant growth in the metal and chemical industries. A new technical elite of skilled workers did well; there were over 250,000 engineering graduates between 1928 and 1940. However, the planned increase in production of consumer goods, e.g. shoes and clothes in the second and third Five Year Plans, was abandoned as resources were diverted to the military
- The standard of living of most workers, especially in housing remained poor. 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 exceeded his production quota by 1400%. Workers who exceeded targets received better housing and holidays

Any other valid point [2]

(b) (i) How did Stalin become leader of the USSR by 1929?

**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 Stalin became leader of Russia by 1929. Spells, punctuates and uses the rules of grammar with consistent accuracy

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

- When Lenin died in 1924 there was no chosen successor. Russia was ruled by the collective leadership of the Politburo. Trotsky was the favourite to succeed Lenin because of his major contribution to the October Revolution and Bolshevik success in the Civil War. However, he was seen as arrogant and aloof and lacked political skills. His failure to attend Lenin's funeral was criticised within the party
- Stalin was the General Secretary and used this position to build up a power base by controlling all appointments in the party. Stalin's rise to power was achieved by a battle of personalities and ideas. Stalin used the debate over Permanent Revolution and Socialism in one Country to isolate Trotsky within the Politburo. Stalin used Kamenev and Zinoviev to remove Trotsky from his position as head of the army in 1925. Trotsky was expelled from the party and exiled in 1929
- In 1926 Stalin used the issue of the NEP to isolate and remove Zinoviev and Kamenev. Then in 1928 Stalin reversed his views and attacked the NEP and used his growing power base in the Politburo to expel Bukharin and his right-wing supporters. By 1929, Stalin was the undisputed leader of the USSR

Any other valid point [4]

- (ii) How did relations between the USSR and Germany change between 1939 and 1941?

**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 changes in relations between Russia and Germany between 1939 and 1941. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Before August 1939 relations between Communist USSR and Nazi Germany were poor. In August 1939 the Nazi-Soviet Non-Aggression Pact was an agreement between the USSR and Germany not to go to war for 10 years. The USSR also gained East Poland in a secret clause and regained influence over the Baltic States. The USSR remained neutral in World War Two until June 1941
- By 1941 Germany had control of most of West Europe. In June 1941 in Operation Barbarossa, Germany invaded the USSR but was unable to gain control. Stalin moved 1,500 large factories and railways east of the Urals and used scorched earth tactics to slow down the German advance. Russian industries were reconstructed in the east and began to produce to help the war effort

Any other valid point

[5]

- (c) How and why did agriculture and the lives of peasants change between 1928 and 1941?

**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 changes in agriculture and the lives of peasants in Russia between 1928 and 1941. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

**Reasons for changes in agriculture**

- Collectivisation was state control of land, a key Bolshevik belief. The Land Decree in 1917 recognised peasant ownership of land and the NEP in 1921 had promoted the growth of a prosperous class of peasant called kulaks. Many Bolsheviks opposed this for ideological reasons
- There were 25 million small farms in Russia. Most were inefficiently managed and used outdated methods. Food shortages were blamed on inefficiency and hoarding by kulaks. Collectivisation would allow the state to manage agriculture and guarantee food supplies
- Collectivisation would streamline agriculture and allow peasants to move to cities to form a new labour force that would be the backbone of Stalin's Five Year Plans for industrial expansion. Collectivisation would raise revenue for industrial expansion. Industrial expansion in turn would help agriculture by providing machinery, especially tractors. Stalin wanted exports of food to help pay for imports of raw materials and machinery vital for the success of the Five Year Plans

**Main features of Collectivisation**

- Collective farms or Kolkhozy were set up in stages during the 1930s. By 1939, over 90% of land was collectivised. The Kolkhozy consisted of 50 to 100 farms, owned by the state. Peasants were able to keep a small plot and some animals
- Kolkhozy were linked to Motor Tractor Stations that organised the supply of scarce machines and seeds and collected grain. The collective farms were inefficient. By 1939, livestock and grain production had not achieved pre Collectivisation levels. Private plots produced most of the USSR's eggs, meat and milk
- Collective farms were run by state officials. This made it easier for the state to get its procurement quota of grain and other produce. The state sold this at low prices to the growing population of urban workers

**Effects of Collectivisation on agriculture and the lives of peasants**

- Stalin blamed the kulaks or better-off peasants for hoarding and creating food shortages in the cities. Collectivisation meant that peasants lost control of farms obtained in the Land Decree of December 1917
- Kulak resistance was fierce. They killed animals, destroyed crops and machinery. Between 1919 and 1933, the kulaks killed two-thirds of all sheep and goats and half of all horses, vital for agricultural production
- Stalin called for the "liquidation of the kulaks". Over five million kulaks were deported to labour camps in Siberia. Many died in the terrible conditions in these camps. Between 1932 and 1934, the USSR experienced a severe famine. Up to five million died, mainly in the grain-growing area of the Ukraine. At the same time, grain was exported to the West to fund the Five Year Plans
- Collectivisation forced millions of peasants to leave the countryside and work in industries of the Five Year Plans

Any other valid point

[12]

25

\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

### A3: United States of America c1918–c1941

AVAILABLE  
MARKS

**Key Issue:** America in the 1920s

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

(i) Give **two** effects of the cinema on the lives of Americans in the 1920s.

Any **two** of the following:

- The cinema was a new way of mass entertainment and 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

Any other valid point [2]

(ii) Give **two** ways in which the lives of women in the USA changed in the 1920s.

Any **two** of the following:

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

Any other valid point [2]

(b) (i) What problems did immigrants to the USA face 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 the problems faced by immigrants in the USA in the 1920s. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Most new immigrants were Catholic and Jewish, from southern and eastern Europe and didn't speak English. Immigrants were seen as a threat to the American way of life by the WASPs
- Some immigrants faced violence from the Ku Klux Klan, an organisation with 5 million members in the 1920s which hated all foreigners
- Immigrants were also seen as a threat to the jobs of WASPs as they undercut wages. Most immigrants lived in ghettos in the big cities and were linked to a growth in crime. The Mafia emerged in the 1920s
- Some immigrants were linked with anarchism. The Sacco and Vanzetti Case symbolised intolerance towards immigrants as two Italians were executed on flimsy evidence in a famous miscarriage of justice
- Immigrants were linked to communism. There were strong fears about communism in the USA in the 1920s. The Red Scare involved fear of radicalism, anarchism and communism. Russia was now a communist country and Russians were the largest immigrant group. Many Americans were suspicious of the new immigrants being responsible for starting a communist revolution in the USA. 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 the American government imposed a series of 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 greatly reduced numbers of immigrants from Eastern and Southern Europe and Asia

Any other valid point

[4]

- (ii) In what ways did the USA experience an economic boom 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 how the USA experienced an economic boom 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 1920s was a period of rapid economic growth, termed the “Roaring Twenties.” A range of new industries expanded, especially cars, chemicals, consumer goods and electrical products
- The motor car industry was the most important new industry of the 1920s. Over 26 million cars were built in the 1920s. The car changed the lives of Americans by creating a more mobile society. The car industry created a demand for ancillary industries, for example glass, leather, rubber and steel
- Over 70% of Americans had electricity by 1929. New consumer goods, e.g. vacuum cleaners, washing machines and refrigerators created thousands of jobs and had an impact on the quality of life
- Mass-production techniques, based on electrical power, were developed by Henry Ford. The assembly line produced cars more quickly. Work was carefully planned with each worker having 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. Ford was able to reduce the cost of a car to \$295 and still become very rich. Workers in Ford’s factories were well paid at \$5 per day but the work was monotonous
- New mass marketing techniques were begun in the 1920s to market these mass-produced goods. Advertising in the cinema, radio and bill boards and catchy tunes on the radio persuaded people to buy cars and consumer goods
- People were encouraged to use credit and purchase goods on hire purchase paying by instalments. This increased the number of people purchasing cars, refrigerators and other consumer goods and helped create an economic boom
- A building boom created thousands of jobs in the 1920s. The sky scrapers became a symbol of the Roaring Twenties. The Empire State Building in New York, opened in 1929, was 104 storeys high. Building of office blocks, supermarkets and suburban housing expanded in the 1920s

Any other valid point

[5]

- (c) Why was Prohibition introduced in the USA in 1920 and how did Prohibition affect the lives of Americans in the 1920s?

**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. Spelling, punctuation 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. Spelling, punctuation 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 reasons for the introduction of Prohibition and its effects on the lives of Americans during the 1920s. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

**Reasons for the introduction of Prohibition**

- Before 1920 the Temperance Movement gained strong support from WASPs, the dominant group in the USA. Influential pressure groups, e.g. the Women's Christian and Temperance Union had campaigned for Prohibition. Many WASPs regarded alcohol as sinful. Fundamentalist preachers such as Billy Sunday influenced many conservative WASPs against alcohol
- Anti-foreign feeling was strong in the USA in the 1920s. The main breweries were owned by immigrants from Germany, the USA's enemy in World War One. Alcohol was linked to the lifestyles of new immigrant groups, e.g. wine and Italians. Banning alcohol was seen by many WASPs as a patriotic duty
- Alcohol was linked to social and medical problems. An effective campaign by the Anti-Saloon League used posters to convince many Americans to support the prohibition of the manufacture of alcohol

**Methods used to avoid Prohibition**

- There was a lack of public support and respect for Prohibition in a democracy. The law was widely broken by many groups. Non-WASPs resented the loss of freedom of choice. Prohibition turned people who wanted to drink alcohol into criminals and reduced respect for the law. Even President Harding drank alcohol in the White House
- Prohibition was difficult to enforce. Illegal home-made alcohol called Moonshine was made in homes using a device called a still. 280,000 illegal stills were seized in the USA in 1928. Industrial alcohol was often resold for drinking. Deaths from alcohol poisoning increased from 98 in 1920 to 760 in 1926
- Bootlegging was the import and distribution of alcohol smuggled from outside the USA, e.g. whisky from Canada and rum from the West Indies. Bootleggers supplied speakeasies or illegal saloons where alcohol was drunk. There were 32,000 speakeasies in New York in 1929

**Organised crime and government response**

- In the 1920s gangsters emerged to control the supply and sale of alcohol. The most powerful gang was the Mafia. The Mafia, led by Al Capone controlled bootlegging or the illegal import of alcohol from Canada and the West Indies. Gangsters were making \$2 billion each year from control of alcohol
- Gangs were able to bribe government officials, judges and policemen and used violence to keep control. George Remus the "king of bootleggers", paid thousands of dollars in bribes to top government officials. The Mayor of Chicago, Bill Thompson was known to be in the pay of the Mafia
- Gangsters led by the Mafia controlled the sale and distribution of alcohol. Violence and corruption increased with over 400 gangland murders in the late 1920s. The most famous was the St Valentine's Day Massacre in 1929
- The government employed only 2300 prohibition agents to enforce the law. They were badly paid and one-in-twelve was sacked for accepting

bribes. Over 500 prohibition agents were killed by gangsters in the 1920s  
Any other valid point [12]

\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

AVAILABLE  
MARKS

25

**8 (a) Target AO1:** Recall of knowledge.

- (i)** Give **two** reasons why most Americans voted for Franklin D. Roosevelt in the election for President in 1932.

Any **two** 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 [2]

- (ii)** Give **two** effects of the Depression on agriculture in the USA between 1929 and 1932.

Any **two** of the following:

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

Any other valid point [2]

- (b) (i) How did the Depression affect the lives of the unemployed in the USA by 1932?

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 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 lives of the unemployed were affected by the Depression by 1932. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- 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

Any other valid point

[4]

- (ii) How did Hoover deal with the effects of the Depression between 1929 and 1932?

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 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 actions taken by Hoover to deal with the effects of the Depression. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Hoover was a Republican and held strong beliefs in laissez-faire or little federal government interference. Hoover was a self-made millionaire with a deep belief that government help would only encourage dependence. Hoover 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. However, Hoover underestimated the seriousness and length of the Depression. His reassuring statements such as “Prosperity is just around the corner” rang hollow
  - Before 1931, Hoover did little to deal with poverty and unemployment. He relied on a policy called “Voluntarism”. Employers were encouraged not to sack workers or reduce wages. However, unemployment increased from 1.5 million in 1929 to 14 million in 1932
  - In 1931 Hoover spent \$423 million on a building programme that provided jobs, e.g. the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment
  - In 1931 Hoover 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
  - In 1929 Hoover set up the Farm Board to buy surplus produce and help increase food prices for farmers. 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 poverty for farmers who depended on exports
  - Little action was taken to help farmers who were evicted from their farms or to help farmers in the Midwest affected by the Dust Bowl
- Any other valid point [5]

- (c) What caused the Wall Street Crash, October 1929 and how did it effect investors and the banking system?

**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 the causes of the Wall Street Crash and its effects on investors and the banking system. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

**Weaknesses in the American economy and banking system**

- There were many weaknesses in the American economy in the 1920s. Almost 50% of American families had an income below \$2000 per year and could not afford luxury goods which were the main features of the Roaring Twenties. The wealth of America was unequally divided with 5% of the population owning 33% of the wealth. Key groups excluded from the economic boom of the 1920s were farmers and farm labourers, workers in the textile and coal industries, new immigrants and Black American sharecroppers
- The economic boom in the 1920s concentrated on the production of cars and consumer goods. These groups were unable to buy cars and consumer goods. This led to overproduction in the American economy by the autumn of 1929
- Republican governments imposed tariffs on imports to protect American industry. This led other countries to retaliate. This made it more difficult to export American goods. European countries could not afford to buy American goods
- New mass production techniques and mechanisation increased production. This led to overproduction and by 1929 the American market was becoming saturated. Thus by 1929 the three underlying weaknesses in the boom in the 1920s reached a crisis: overproduction, under consumption and slow-down in trade
- 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. The Wall Street Crash led to panic selling of shares and a collapse in prices

**Speculation and the events of the Wall Street Crash**

- 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 one 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
- Banks lent money to speculators to buy shares “On the Margin”. 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
- Wall Street Crash 24th–29th October and collapse in the value of the Stock Market

**Effect of the Wall Street Crash on investors and the banking system**

- Banks contributed to the Wall Street Crash by putting pressure on speculators to repay which led to panic selling of shares. Many speculators were unable to repay debts. This led to a cash flow crisis for many banks. 642 banks collapsed in 1929
- Banks tried to recover their debts but many faced a shortfall. There was a loss of confidence by savers. Customers with savings in banks began to panic and withdraw their savings. This panic rush by savers led to the collapse of over 4,000 small independent banks by 1933. Nine million lost their savings. The American banking system was on the verge of collapse by 1932
- Banks became very reluctant to lend money to businesses to keep industry going. This led in turn to cutbacks in investment and production and a vicious cycle of falling demand and rising unemployment

Any other valid point

[12]

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\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

**9 (a) Target AO1:** Recall of knowledge.

**(i)** Give **two** ways in which the New Deal improved workers' rights.

Any **two** of the following:

- Workers welcomed the National Recovery Administration which aimed to improve workers' conditions and rights. It aimed to improve co-operation 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 [2]

**(ii)** Give **two** ways in which World War Two affected the US economy between 1939 and 1941.

Any **two** of the following:

- The USA did not enter World War Two until December 1941. However, after 1939 Roosevelt ordered preparations and in January 1939 Congress gave over \$500 million to strengthen America's defences. Roosevelt thought that the way to win a modern war was to out produce the enemy. This led to the creation 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
- The USA provided billions of dollars in military aid to Britain through the Cash and Carry Act, 1939 and the Lend Lease Act, 1941. This also boosted the economy. The increased federal government investment was vital in reducing unemployment
- 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]

- (b) (i) How did the New Deal affect agriculture and the lives of farmers 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 how the New Deal affected agriculture and the lives of farmers between 1933 and 1939. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- 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 price
- Compensation was paid to farmers to reduce the amount of crops sown and animals bred. Six million piglets were killed and millions of acres of cotton and wheat were ploughed up. By 1934 food prices increased, farm debt was halved and farm income increased by 50%
- The Tennessee Valley Authority built 21 dams on the Tennessee River, and by controlling water flow, made an area of 40,000 square miles productive again. The building of hydro electric power stations provided cheap electricity for this area

Any other valid point [4]

- (ii) How did the New Deal attempt to deal with the problem of unemployment 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 methods of the New Deal to deal with the problem of unemployment between 1933 and 1939. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- 13 million were 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 two 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
- Roosevelt had promised that reducing unemployment was a central aim of the New Deal. However, unemployment proved to be difficult to solve. The New Deal agencies cost \$17 billion but unemployment in the USA in 1939 remained high at nine million. The PWA and the WPA schemes gave the unemployed skills and self confidence. They also provided an improved infrastructure in hospitals, schools and communications which improved overall quality of life

Any other valid point

[5]

- (c) How and why did different groups oppose Roosevelt and the New Deal between 1933 and 1939?

**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 and why different groups in the USA opposed the New Deal between 1933 and 1939. 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:

**The Supreme Court**

- The Supreme Court was the “Guardian of the Constitution”. Most of its nine 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 Chickens” case. The Supreme Court ruled that the NRA had no right to take the Schechter brothers to court for breaking the NRA codes. This was the responsibility of the state governments
- In 1936 the Supreme Court declared 16 AAA codes unconstitutional. The AAA gave farmers loans to plough up land and kill animals. The Supreme Court ruled that these payments 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

**Big Business and the Republican Party**

- Businessmen disliked NRA 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 a group of leading businessmen formed the Liberty League to oppose the New Deal
- 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

**Opponents within the Democratic Party**

- Roosevelt faced opposition within the Democratic Party from politicians and groups that felt the New Deal was not radical enough to tackle the deep-seated social and economic problems of the 1930s
- 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
- 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

Any other valid point [12]

**Section A**

\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

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## 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**

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

**10 (a) Target AO1:** Recall of knowledge.

**(i)** Give **two** terms of the 1937 Constitution.

Any **two** of the following:

- A President was to be elected every seven years. This was mainly a ceremonial position
- Name of country became Eire
- Under Article 2, Eire claimed control over all of Ireland, though its laws applied only to the 26 counties

Any other valid point [2]

**(ii)** Give **two** terms of the Anglo-Irish Agreement, 1938.

Any **two** of the following:

- The trade war ended with the removal of all taxes on trade between Britain and Eire
- Eire would pay a lump sum of £10 million in return for an end to land annuities
- Britain would return the three Treaty Ports – Lough Swilly, Berehaven and Cobh

Any other valid point [2]

**(b) (i)** How did Britain prepare for war before September 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 how Britain prepared for war before September 1939. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Defence preparations were introduced, e.g. building aircraft, guns search lights and barrage balloons

- New ships were built for the Royal Navy
  - Radar stations were installed along south coast to detect German aircraft 30 miles away
  - There was increased production of fighter planes, e.g. Spitfire and Hurricane
  - In April 1939 conscription was introduced in Britain
  - Civil defence preparations included plans for the evacuation of women and children from cities
  - Air raid shelters and gas masks were ordered. The Air Raid Precaution Force were formed to enforce the blackout and co-ordinate rescue plans in the event of a German attack
- Any other valid point [4]

- (ii) How did de Valera dismantle the Anglo-Irish Treaty between 1932 and 1936?

**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 de Valera dismantled the Anglo-Irish Treaty between 1932 and 1936. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- de Valera abolished the Oath of Allegiance in 1933
- The powers of the Governor General were reduced in 1933
- The External Relations Act 1936 removed the King's authority
- Irish people would no longer use the Privy Council to appeal decisions made by Irish courts

Any other valid point [5]

- (c) (i) Why did the Economic War begin and how did it affect the economy of Eire?

**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 Economic War and its effects on the economy of Eire. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- de Valera stopped paying land annuities worth £5 million per year in 1932
- Britain was angry and imposed tariffs of 20% on Irish exports. de Valera retaliated by putting taxes on imports from Britain
- Over 90% of Ireland's exports were agricultural. Farmers suffered because they could not sell cattle. Prices fell and many cattle farmers went bankrupt. £48 million in trade was lost
- There was a shortage of coal and steel as raw material imports from Britain were very expensive. Situation was eased by Coal-Cattle Pact of 1935
- Ireland had a balance of payments crisis by 1935

Any other valid point

[6]

- (ii) How and why did Northern Ireland and Eire differ in their responses to the outbreak of World War Two?

**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 responses to the outbreak of World War Two in Northern Ireland and Eire. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Northern Ireland government and Unionists supported Britain in the war and were keen to show this loyalty and they supported conscription
- Northern Ireland was awarded £6 million in defence contracts and 30,000 jobs were created in 1939, mainly in ship building and aircraft production
- Most nationalists were not supportive; they opposed conscription and supported Eire's policy of neutrality

- Eire remained neutral because it wanted to assert its independence from Britain in foreign policy
- Eire had a small army and air force and no navy. It could not afford to rearm
- As Eire was part of the British Commonwealth, it expected Britain to protect her

Any other valid point

[6]

AVAILABLE  
MARKS

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\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

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

- (i) Give **two** reasons why Germany failed to achieve its aims in the Battle of Britain.

Any **two** of the following:

- Operation Sea Lion was Hitler's plan to destroy Britain's air force and navy before an invasion. The Battle of Britain took place in August and September 1940. Delays in launching the German aerial attack allowed Britain to increase the size of the RAF from 446 to 620 from April to August 1940
- The use of Radar stations along the south coast helped the RAF to detect German bombers. The RAF pilots, "The Few" suffered heavy casualties, but the RAF held out in the aerial battles over the English Channel. Germany failed to achieve control of the skies
- The change in German tactics to bomb British cities delayed the sea invasion which was cancelled in October 1940

Any other valid point [2]

- (ii) Give **two** ways in which naval and air bases in Northern Ireland helped the British war effort.

Any **two** of the following:

**Target AO1:** Recall of knowledge

- Naval bases, e.g. at Londonderry/Derry made an important contribution to the Battle of the Atlantic
- Naval and air bases protected supply lines and secured vital supplies of weapons and food from the USA
- The RAF and American Air Force used flying boats from Castle Archdale to help provide escorts for the USA supply ships
- Naval and air bases played an important role in the preparations by the British and American forces for the D-Day landings in 1944

Any other valid point [2]

- (b) (i) In what ways did the issue of conscription cause problems in Northern Ireland 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 how conscription caused problems in Northern Ireland during World War Two. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- The issue of conscription divided unionists and nationalists. Craigavon was keen to introduce conscription to show Northern Ireland's loyalty to the British war effort
- Nationalists did not want to support Britain and opposed conscription. Eire remained neutral and Chamberlain did not enforce conscription in Northern Ireland in 1939
- In 1941 the British government attempted to extend conscription to Northern Ireland. Rallies against conscription were organised by Nationalist MPs and the Catholic bishops. There was a fear that conscription would lead to public disorder and the plan was dropped
- The issue of conscription increased sectarian tension in Northern Ireland

Any other valid point [4]

(ii) How was life in Eire affected by 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]–[5])**

Answers will provide an accurate description and well-informed analysis of the effects of World War on life in Eire. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- 42,000 people from Eire joined the British army and 100,000 Eire citizens worked in the munitions factories in Britain
- Eire remained neutral and was unable to import raw materials from Britain. Severe shortages of coal and other fuels led to the closure of many industries
- There was severe rationing of imported goods, e.g. sugar and tea
- Farmers were encouraged to devote more of their land to growing grain and sugar beet as imports fell.
- There was an increase in cross-border smuggling, e.g. butter and bacon
- There was no blackout in Eire. Cinemas and theatres remained open. People from Northern Ireland went to Eire for entertainment
- German aircraft bombed Dublin in May 1941, killing 28 people and causing some damage

Any other valid point [5]

- (c) (i) Why was Belfast a target for German planes in 1941 and what were the effects of the Blitz on Belfast?

**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 Belfast was a target for German planes in 1941 and the effects of the Blitz on Belfast. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

**Why**

- Northern Ireland was part of the UK and played an important role in the war effort, e.g. aircraft produced at Short and Harland and ships at Harland and Wolff
- Northern Ireland was of strategic importance in providing bases for aircraft and ships vital in the Battle of the Atlantic
- The Germans wanted to damage the morale of the civilian population in Northern Ireland

**Effects**

- The Blitz on Belfast consisted of four raids in April and May 1941. 955 people were killed and 2,400 injured
- 3,200 houses were destroyed and over 50,000 damaged and 100,000 people left homeless
- The ship yard was damaged and production did not recover for six months

Any other valid point [6]

- (ii) How and why were Northern Ireland's industry and agriculture affected by World War Two?

**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 effects of World War Two on agriculture and industry in Northern Ireland. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Northern Ireland’s economy changed because production focused on helping Britain’s war effort
- In agriculture tillage became more important with Brooke’s campaign “Dig for Victory”. Acreage under crops increased from 150,000 in 1939 to 850,000 acres in 1943. This enabled grain to be exported to Britain
- Livestock exports increased and Northern Ireland supplied 100,000 litres of milk per day and 20% of Britain’s consumption of eggs
- Flax production increased six-fold as the textile industry played an important part in the production of uniforms for the British army
- Industry focused on the production of ships, tanks and aircraft Harland and Wolff built over 250 ships and 500 tanks while flying boats and bombers were made at Short and Harland
- Engineering factories, especially Mackies in Belfast, produced armaments and munitions
- Unemployment in Northern Ireland fell from 70,000 in 1941 to 10,000 in 1944

Any other valid point

[6]

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\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

**12 (a) Target AO1:** Recall of knowledge.

- (i) Give **two** effects of the introduction of the National Health Service on the lives of people in Northern Ireland.

Any **two** of the following:

- The National Health Service began in July 1948. Medical, dental and optical treatment was free. Health standards improved, especially the near eradication of tuberculosis and polio
- Free medical treatment encouraged people to visit their doctors and free prescriptions helped improve health standards

Any other valid point [2]

- (ii) Give **two** ways in which the Education Act of 1947 changed the system of education in Northern Ireland.

Any **two** of the following:

- Compulsory education was increased to 15
- The 11+ examination allowed free grammar school education
- Funding to Catholic schools was increased to cover 65% of the running costs
- Many new grammar and secondary schools were built

Any other valid point [2]

- (b) (i) How did unionists and nationalists in Northern Ireland react 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])**

Answers will provide an accurate description and well-informed analysis of how unionists and nationalists in Northern Ireland reacted to the Declaration of the Republic in 1949. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- The Declaration of the Republic made Eire a republic and it left

the Commonwealth. Unionists were angry at the Declaration of the Republic. They saw it as a threat to the constitutional position of Northern Ireland

- Brookeborough, the Prime Minister called for a guarantee from the British Government to safeguard Northern Ireland's position in the United Kingdom
  - Brookeborough called a General Election on the issue of the border in February 1949. This election increased sectarian tension in Northern Ireland
  - Northern Ireland nationalists were not happy. They felt abandoned by the Dublin Government. Northern nationalists demanded seats in the Dail but this was refused
  - The Chapel Gate election in 1949 was called on the issue of the border with 17 nationalist candidates standing for the Anti-Partition League. The Anti-Partition League received nearly £50,000 from the government of the Republic of Ireland and won 11 seats
- Any other valid point [4]

- (ii) How did people in Northern Ireland differ in their attitude towards the introduction of the Welfare State?

**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 attitudes of people in Northern Ireland to the introduction of the Welfare State. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Many doctors were unhappy as they feared losing their independence but 90% joined the National Health Service by 1948
- The Unionist Government at Stormont regarded the socialist policies of the Labour Government with suspicion
- Middle class people worried about meeting the cost of the Welfare State and the burden on tax payers. They were reassured when the Labour Government agreed to meet the cost of the Welfare State
- Some unionists resented the growing dependence of Northern Ireland on the British Exchequer
- Most people welcomed the commitment to improve housing, the health service and education. Nationalists were happy as they had most grievances over housing and poverty

Any other valid point [5]

- (c) (i) What were the main problems faced by Eire between 1945 and 1949 and how did these affect the lives of its people?

**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 main problems faced by the people of Eire between 1945 and 1949. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Eire suffered a severe economic depression after World War Two. Unemployment in Eire was high and prices increased
- Eire was isolated economically by Britain as Eire's neutrality was resented
- There were severe food and fuel shortages. Shortages of building material, e.g. timber and cement meant that no building programmes were begun
- A wet summer in 1946 and a severe winter in 1947 forced de Valera to announce a State of Emergency with continued rationing, even of bread
- No National Health Service or Welfare State was introduced in Eire so that health, welfare and education standards in Eire fell behind Northern Ireland. Few state benefits were available in Eire
- Emigration from Eire to Britain remained high, averaging 40,000 per year in the late 1940s

Any other valid point [6]

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

**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 relations between Northern Ireland, Britain and the Republic of Ireland were affected by the Ireland Act, 1949. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- The Ireland Act 1949 gave the Unionist Government a guarantee that Northern Ireland would remain part of the United Kingdom. This was in response to the Declaration of the Republic
- The Ireland Act worsened relations between Britain and the Republic of Ireland. Atlee was annoyed that Eire had not consulted him. He felt that he had to give a constitutional guarantee to Northern Ireland. The Ireland Act strengthened partition
- The Republic of Ireland was very unhappy with the Ireland Act, especially the guarantee and protested strongly to Britain about the Ireland Act
- Relations between the Republic of Ireland and Britain were eased by the special status accorded to each other's citizens. Irish citizens working in Britain did not need passports or work permits and could vote in elections
- The Unionist Government in Northern Ireland was pleased that the Ireland Act gave a guarantee of Northern Ireland's position in the United Kingdom

Any other valid point

[6]

25

\* Candidates must address both the **how** and **why** elements of the question of the question to access Level 3.

AVAILABLE  
MARKS

**B2: Changing Relationships: Britain, Northern Ireland and Ireland c1965–1985**

AVAILABLE  
MARKS

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

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

- (i) Give **two** reforms from of the Five-Point Programme introduced by O’Neill in 1968.

Any **two** of the following:

- The allocation of council housing on a points system
- The replacement of Londonderry Corporation by a Development Commission
- The removal of certain parts of the Special Powers Act
- Reforms within local government, including the ending of extra votes for business owners
- The appointment of an ombudsman to investigate complaints

Any other valid point

[2]

- (ii) Give **one** nationalist response and **one** unionist response to the Five-Point Programme introduced by O’Neill.

**nationalist response**

Any **one** of the following:

- Welcomed reform but disappointment that one man-one vote was not granted
- NICRA eventually called off all further street protests
- People’s Democracy were unhappy at the limited nature of the reforms
- People’s Democracy held a march from Belfast to Londonderry/ Derry in January 1969

**unionist response**

Any **one** of the following:

- Dismay among the unionist part of the community
- Felt their position was under threat, e.g. removal of Londonderry Corporation
- William Craig a leading Unionist politician condemned O’Neill’s television appearance in which he justified his reforms

Any other valid point

[2]

- (b) (i) How did the civil rights movement attempt to secure fairer treatment for Catholics and Protestants in Northern Ireland between 1967 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 how the civil rights movement attempted to secure fairer treatment for Catholics and Protestants in Northern Ireland between 1967 and 1969. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Made an extensive list of demands to redress grievances: one man-one vote, end to gerrymandering, fair allocation of council housing, etc.
- Squat led by Austin Currie in Caledon 1968. This was in protest at a single Protestant girl being allocated a house by Dungannon Rural District Council instead of a large Catholic family
- NICRA march from Coalisland to Dungannon August 1968. This march passed off peacefully, although it was re-routed away from Dungannon town centre
- NICRA march in Derry/Londonderry October 1968. This march was banned but went ahead anyway
- NICRA exploited the media presence in Derry/Londonderry in October 1968 to highlight the civil rights situation
- People's Democracy march from Belfast to Derry/Londonderry, January 1969

Any other valid point [4]

- (ii) How did O'Neill attempt to improve the economy of Northern Ireland in the 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 how O'Neill attempted to improve the economy of Northern Ireland in the 1960s. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- The government invested £900 million in the economy
- Multi-national firms such as Dupont, Grundig and ICI were attracted to Northern Ireland. O'Neill offered investment grants and tax allowances to get them to set up in Northern Ireland
- He established an Economic Council, led by Brian Faulkner
- A Ministry of Development was created in January 1965 to drive economic revival
- A new city was established called Craigavon in the Lurgan-Portadown area

- A new university was developed in Coleraine
- A number of railway lines were closed down in an attempt to make the railway system more efficient
- A new airport was under development
- The construction of a new motorway system was begun
- Links with the Republic of Ireland resulted in the signing of an agreement on the supply of electricity from the South

Any other valid point [5]

- (c) (i) Why and how did O'Neill attempt to build better relations with nationalists in Northern Ireland by 1967?

**Target AO1:** Recall, select and deploy knowledge to describe, 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 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 O'Neill attempted to build better relations with nationalists in Northern Ireland by 1967. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

**Why**

- To be more inclusive. O'Neill wanted to make Catholics in Northern Ireland identify more strongly with it
- A genuine wish to end discrimination
- A belief that this could improve Catholic attitudes towards the Northern Ireland state
- A hope that improved community relations would have a positive effect on the economy
- A belief that he personally was in an ideal position to improve community relations – having both Gaelic and Planter ancestry

Any other valid point

**How**

- Visited Cardinal William Conway, the spiritual leader of Ireland's Catholics
- Offered official condolences on the death of Pope John XXIII
- Visited schools run by the Catholic Church
- Increased financial support for Catholic schools and hospitals
- Declared the UVF illegal in 1966

Any other valid point [6]

- (ii) Why and how were unionists divided in their attitudes to O'Neill's attempts to build closer relations with the Irish Republic in the 1960s?

**Target AO1:** Recall, select and deploy knowledge to describe, 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 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 unionists were divided in their attitude to O'Neill's attempts to build closer relations with the Irish Republic in the late 1960s. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

**Why**

- Many unionists had concerns about the Irish Republic's claim under the 1937 Constitution to have authority over the "whole island of Ireland", in Articles 2 and 3
- Concerns about the "special position" of the Catholic Church in the Irish Republic and fears about discrimination in a united Ireland
- O'Neill's cabinet was angry at not being informed about the visit of Lemass in January 1965
- More moderate unionists, however, supported links with the Irish Republic as they believed that religion should be taken out of politics
- More moderate unionists believed economic links with the Irish Republic would be valuable to Northern Ireland

Any other valid point

**How**

- Reverend Ian Paisley and supporters snowballed Lemass' car during Stormont visit
- Faulkner condemned O'Neill's failure to consult the Cabinet before the Lemass visit
- Reverend Paisley and supporters protested against a Lynch visit. They carried placards calling O'Neill a "Lundy" and an "Ally of Popery"
- Backbencher plot to get rid of O'Neill in September 1966
- Paisley stood against O'Neill in his own constituency during the "Crossroads" election, February 1969 and very nearly defeated him
- Moderate unionists expressed their support for O'Neill by voting for him in the general election of November 1965
- Moderate unionists expressed their support for O'Neill in the "Crossroads" election
- An opinion poll in 1967 showed that O'Neill had the support of moderate unionists

Any other valid point

[6]

25

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

- (i) Give **one** reason why the SDLP was formed and **one** reason why the Alliance Party was formed.

Any **one** of the following:

**SDLP**

- They wanted to achieve a united Ireland by peaceful means
- The old Nationalist Party had more or less faded away
- To get progress on social and economic issues and achieve civil rights

Any valid point

**Alliance**

Any **one** of the following:

- To continue with the reforms begun by O'Neill
- To help create an inclusive Northern Ireland
- To bring a peaceful future to Northern Ireland
- A response by moderate unionists to Reverend Ian Paisley's success in 1970 in taking the Bannside seat previously held by O'Neill

Any other valid point

[2]

- (ii) Give **two** results of Bloody Sunday, 30th January 1972.

Any **two** of the following:

- Immediate displays of grief and anger from nationalists, e.g. burning of British Embassy in Dublin
- Catholic hostility to the state increased
- Unionist regret, but unionists claimed that the victims were partially to blame because march was illegal
- Widgery Inquiry – none of the dead were found with weapons on them
- IRA recruitment and violence increased
- Vanguard established in response to IRA violence. Headed by William Craig, they became a co-ordinating body for traditional loyalist groups. One of their biggest meetings in Ormeau park in Belfast attracted 70,000 people
- Direct Rule – as Unionist government had seemed incapable of handling the situation after Bloody Sunday

Any other valid point

[2]

- (b) (i) What measures were introduced by the Downing Street Declaration of August 1969 to address problems in Northern 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 measures introduced by the Downing Street Declaration of August 1969 to address problems in Northern Ireland. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Nationalists were told that they would have the same rights as every other British citizen in the United Kingdom
- Committee on policing set up under Lord Hunt. This led to the Hunt Report which recommended disarming the RUC and disbanding the B-Specials
- Scarman Tribunal was set up to investigate recent disturbances
- A single housing authority called the Northern Ireland Housing Executive established
- A Ministry of Community Relations set up
- A Commission of Complaints set up
- Measures to prevent discrimination in public employment

Any other valid point

[4]

- (ii) How did violence increase in Northern Ireland during the summer of 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]–[5])**

Answers will provide an accurate description and well-informed analysis of how violence increased in Northern Ireland in the summer of 1969. Spells, punctuates and uses the rules of grammar with consistently accuracy.

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

- Sectarian violence broke out in Belfast
- Thousands of families (mainly Catholic) forced out of their homes in Belfast
- Emergence of paramilitaries in Belfast
- Annual Apprentice Boys Parade in Derry/Londonderry was followed by serious violence
- The Battle of the Bogside took place between the RUC and the people of the Bogside. It lasted for 50 hours and was captured on television
- Violence in several provincial towns

Any other valid point

[5]

- (c) (i) Why was the Provisional IRA formed and how did the government of Northern Ireland attempt to deal with it by August 1971?

**Target AO1:** Recall, select and deploy knowledge to describe, 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 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 the Provisional IRA was formed, and how the government of Northern Ireland attempted to deal with it by August 1971. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

**Why Provisional IRA was formed**

- To achieve a united Ireland by force
- To defend Catholics – anger among nationalists that the IRA was doing nothing to protect them from attacks from loyalists and the RUC, summer 1969. Some Catholics in Belfast claimed that “IRA” stood for “I Ran Away”
- To achieve civil rights for Catholics
- To destroy the Stormont government
- To remove the British presence from Ireland
- A feeling that the “official” IRA had gone soft on the struggle for a united Ireland

**How the government of Northern Ireland attempted to deal with it by August 1971**

- Chichester-Clark mobilised the B-Specials in the summer of 1969 to support the RUC
- The Falls Road Curfew of July 1970 was declared and lasted for 34 hours, during which time a house-to-house search for weapons was carried out in the Lower Falls area of Belfast
- Internment introduced in August 1971

Any other valid point

[6]

- (ii) How and why did nationalists react to the introduction of internment in August 1971?

**Target AO1:** Recall, select and deploy knowledge to describe, 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 details and may provide some analysis of the question. Spells, punctuates and uses the rules of grammar with reasonable accuracy.

**Level 3 ([5]–[6])**

Answers will provide an accurate description and well-informed analysis of how and why nationalists reacted to the introduction of internment in August 1971. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

**How**

- There was a huge increase in violence. In the four months after internment, 143 people were killed through bombings and shootings. This was five times as many as in the previous eight months of the year
- IRA recruitment grew
- SDLP rent and rates strike
- SDLP withdrew from local government in protest
- Civil rights marches started up again – led to Bloody Sunday, which was itself a result of an anti-internment march

**Why**

- Abuse of civil rights. The police and army had the power to arrest, interrogate and detain without trial. They could act this way against those who were merely suspects
- It was directed against nationalists. The first loyalist wasn't interned until February 1973
- Lack of accurate intelligence led to arrests of innocent people causing great anger among the Nationalists as many were totally innocent
- The Provisional IRA leadership escaped almost untouched. Prime Minister Brian Faulkner had to admit that many of the most wanted "escaped the net"
- Mistreatment whilst in prison of those who were interned

Any other valid point

[6]

25

**Key Issue:** The Search for a Solution

AVAILABLE  
MARKS

- 15 (a) Give **two** reasons why the British government decided to suspend Stormont in 1972.

**Target AO1:** Recall of knowledge.

- (i) Any **two** of the following:
- Violence in Northern Ireland was continuing to be out of control
  - Bloody Sunday – Westminster had now come to the conclusion that Stormont was incapable of maintaining law and order
  - Unionist domination in Northern Ireland was becoming increasingly difficult to justify
  - Stormont and Westminster clashed over who should control security policy
- Any other valid point [2]

- (ii) Give **two** reasons why republican prisoners in Northern Ireland decided to go on hunger strike in the early 1980s.

- Any **two** of the following:
- Removal of Special Category Status
  - Previous protests against removal of Special Category Status hadn't worked, e.g. Blanket Protest, where prisoners had refused to wear prison clothes
  - Hunger strikes had been a successful tactic in the past. It had been used in protest against governments north and south of the border
  - To increase republican popularity – as republicans were seen as victims, rather than terrorists
  - 1981 Hunger Strike held in frustration at Britain's decision not to give concessions after 1980 Hunger Strike
- Any other valid point [2]

- (b) (i) In what ways did nationalists in Northern Ireland respond to the Hunger Strike of 1981?

**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 details 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 ways in which nationalists in Northern Ireland responded to the Hunger Strike of 1981. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Election of Bobby Sands as MP for Fermanagh-South Tyrone. He stood as an anti-H Block candidate
- Huge turnout at Sands' funeral
- Election of Sands' election agent for Fermanagh-South Tyrone after Sands' death
- High vote for Sinn Fein in 1983 Westminster elections – Gerry Adams replaced Gerry Fitt as MP for West Belfast

Any other valid point [4]

(ii) How did unionists react 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]–[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 unionists reacted to the Anglo-Irish Agreement of 1985. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

- Unionist anger and a sense of betrayal by PM Margaret Thatcher who signed the Agreement
- A huge protest rally at Belfast's City Hall, November 1985 when at least 100,000 took part
- All 15 unionist MPs resigned
- "Ulster Says No" campaign – including "Day of Action" – took place. Much of Northern Ireland was brought to a standstill using peaceful protest. In some places violence broke out
- A campaign of civil disobedience was begun, involving measures like the shunning of British ministers and the refusal to set rates in unionist council areas
- Loyalist attacks on RUC

Any other valid point [5]

(c) (i) Why and how did unionists respond to the introduction of Direct Rule in 1972?

**Target AO1:** Recall, select and deploy knowledge to describe 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 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 unionists responded to 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:

**Why**

- Anger at closure of Stormont, which they saw as a barrier against a united Ireland
- Concern at the prospect of a British government running Northern Ireland – especially a Labour one, which was suspected of sympathising with nationalists
- Concern at loss of control over security
- There was a feeling of humiliation – unionists felt insulted that they weren't considered capable of running their own country

**How**

- Huge demonstration at Stormont during last hours of Unionist rule
- A series of strikes and shutdowns managed to shut down life in Northern Ireland for a two-day period
- Spate of sectarian murders – especially in Belfast
- Support for strongly unionist parties, like the DUP, increased
- Support for loyalist paramilitaries, like the UDA, increased

Any other valid point

[6]

(ii) Why and how did attempts to establish power-sharing in Northern Ireland in 1973 and 1974 fail?

**Target AO1:** Recall, select and deploy knowledge to describe, 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 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 attempts to establish power-sharing in Northern Ireland in 1973 and 1974 failed. Spells, punctuates and uses the rules of grammar with consistent accuracy.

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

**Why**

Some of the following:

- Many unionists were determined to destroy power-sharing because of the “Irish Dimension “ – the Council of Ireland, which would allow the Irish Republic a significant contribution into the way Northern Ireland was run
- Many unionists believed that power-sharing was undemocratic – allowing a minority group (nationalists) to be a part of the government
- Many unionists didn’t believe that power should be shared with those who weren’t loyal to the Union
- There was anger among anti-power-sharing unionists at being left out of the process of setting up power-sharing. They were not included in the Power-Sharing Executive and were not invited to Sunningdale

**How**

Some of the following:

- United Ulster Unionist Council was formed, of all unionists who opposed power-sharing
- UUUC criticised the Executive
- UUUC disrupted Assembly business
- UUUC fought 1974 General Election, winning 11 out of the 12 Northern Ireland seats
- The Ulster Workers Council strike of May 1974. It succeeded in closing down major industries, imposing electricity blackouts, restricting fuel supplies and making transport extremely difficult. When the army was called in to take over fuel supplies, the UWC ordered a total shutdown
- British Prime Minister Harold Wilson’s “spongers” speech made the strikers even more determined to succeed
- Loyalist violence took place against targets in Dublin and Monaghan, in the Irish Republic

Any other valid point

[6]

25

**Section B**

**50**

**Total**

**100**

AVAILABLE  
MARKS



*Rewarding Learning*

**General Certificate of Secondary Education  
2010**

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**History**

Paper 2  
Higher Tier

**[G4604]**

**WEDNESDAY 9 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 Relations between Cuba, the USA and the USSR, 1959–1962

- (a) What does **Source A** tell us about the reasons for the change in relations between Cuba and the USA after Castro came to power?

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

Candidates should include **some** of the following points:

- Castro wanted to end Cuba's dependence on the USA
- He seized land owned by US businessmen and gave it to Cuban peasants
- The US government reduced imports of Cuban sugar
- Castro took more property
- Eisenhower banned all Cuban sugar imports
- Castro made a deal with the USSR
- Kennedy approved a CIA plan to invade Cuba and overthrow Castro

Any other valid point

[4]

- (b) How far does **Source C** support the statement by Khrushchev in **Source B** that his actions in Cuba were to make sure that "Cuba stayed communist"?

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

Candidates may make **some** of the following points:

#### **Points of agreement**

- Khrushchev said that he had a duty to make sure that Cuba remained communist (Source B) so he gave political support to Cuba (Source C)
- Source C also states that Khrushchev helped Castro to remain in power
- Sources B and C both mention economic/financial links between USSR and Cuba: "We also wanted to sell our tractors and oil to Cuba" (Khrushchev, Source B), "Khrushchev was giving financial aid to Cuba..." (Source C)

#### **Points of disagreement/other information not in Source B**

- Khrushchev's main intention was to use Cuba to help the USSR
- He wanted to turn it into a Russian base to threaten the USA
- He hoped to place Russian missiles there. Source C: "turn the island into a Russian base ... with Russian missiles"
- He hoped that he could use these to force the USA to remove the missiles which they had in Turkey – these missiles threatened many cities in the USSR

Any other valid point

[6]

**To access full marks candidates should note both points of agreement and of disagreement/omission.**

- (c) **Source D** is a photograph of Castro and Khrushchev in Moscow after the Cuban Missile Crisis. How reliable and useful is **Source D** to an historian studying relations between Cuba, the USA and the USSR between 1959 and 1962?

**Target AO2:** Use historical sources critically by comprehending, analysing and evaluating them.

**Level 1 ([0]–[2])**

A vague general description of Source D with little attempt to address the question. Candidates at this level may describe what the source shows but will not give any indication of the reliability and/or utility of Source D.

**Level 2 ([3]–[5])**

Answers at this level will discuss the reliability and/or utility of the source to an historian studying relations between Cuba, the USA and/or the USSR between 1959 and 1962. Candidates may point out that as it is a photograph it shows only one moment in time. They may begin to make observations on what can be inferred from the photograph, who took it and why, and how this may affect reliability and utility.

**Level 3 ([6]–[8])**

Answers at this level will discuss more fully the reliability and usefulness of Source D to an historian studying relations between Cuba, the USA and the USSR between 1959 and 1962.

**Some** of the following points may be made:

**Reliability**

- A photograph shows just one moment in time and so is a very limited source
- Other information needed if a photograph is to be of use to an historian – some contextual knowledge needed
- No US presence in the photograph
- No evidence of the criticism of Khrushchev from both the Russians and Castro for his handling of the Cuban Missile Crisis
- Photographs can be set up to show whatever the photographer wants

**Utility**

- Everyone in the photograph seems happy, Castro, Khrushchev and the group of Russians
- We are told that Castro's visit was after the Cuban Missile Crisis
- This suggests that relations between Cuba and the USSR remained strong after the crisis – all seem to be welcoming the Cuban leader
- This information would be useful to an historian studying relations between the two countries after the crisis, but offers nothing about the USA
- No date is given in this source
- Overall this source has limited utility

Any other valid point

[8]

- (d) In **Source C** the author states, “instead of simply helping Castro to remain in power, he (Khrushchev) decided to use Cuba to help the USSR”. Using **Sources A, B and C** and your own knowledge, explain whether or not this is a fair interpretation of the reasons for the change in relations between Cuba, the USA and the USSR from 1959 to 1962.

**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 that 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 and limited reference to the sources. They may include some general points from their own knowledge.

**Level 2 ([5]–[8])**

Answers at this level may indicate an understanding of the way in which the relationship between Cuba, the USA and/or the USSR changed in the period indicated and of the reasons for this. Candidates will make appropriate reference to at least two of the sources and may begin to use some of their own knowledge to explain the changes.

**Level 3 ([9]–[12])**

Candidates at this level will show a clear understanding of the interpretation of the historian in **Source C** and of the variety of factors that brought about the change in relations between Cuba, the USA and the USSR in the period indicated. They will make close reference to the three sources to explain and support their response. Some outside knowledge is needed to access Level 3. Candidates may make some of the following points:

- Castro’s actions after he came to power (**Source A**) started the change
- Reaction of the USA forced Castro to turn to the USSR for help (**Source A**)
- Khrushchev was happy to help – both to maintain Cuba as a communist state (**Source B**) and to help the USSR in its Cold War struggle with the USA (**Source C**)
- Both reasons were important to Khrushchev – needed to support Castro to maintain the USSR’s reputation as the leader of world communism (**Source B**)
- Therefore relations did not change simply because of Khrushchev’s actions – the leaders of all three countries contributed to the change

**Points from outside knowledge**

- Candidates could give some details of the CIA plan to depose Castro – Bay of Pigs
- Could give details of the Jupiter missiles stationed by the USA in Turkey to threaten the USSR
- Details of the sending of nuclear missiles to Cuba in 1962 which led to the Cuban Missile Crisis
- Details of the Cuban Missile Crisis and its effects on relations between the three countries

Any other valid point [12]

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**Section A**

**30**

## Section B

AVAILABLE  
MARKS

- 2 (a) Explain how and why Germany caused increasing tensions between the USA and the USSR between 1945 and 1949. [18]

**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]–[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 some of the reasons why Germany caused increasing tensions in relations between the USA and the USSR between 1945 and 1949, and some ways in which Germany caused increasing tensions 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 details on some of the reasons why Germany was a source of increasing tensions in relations between the USA and the USSR, and some of the ways in which Germany caused increasing tensions between the USA and the USSR 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 the reasons why Germany was a source of increasing tensions between the USA and the USSR, and of the ways in which ways Germany caused increasing tensions between the USA and the USSR between 1945 and 1949. Answers may include some of the following:

- The USA and the USSR were on the same side against Germany in World War Two. However, it was a fragile friendship. The USSR suffered great economic damage and 26 million Russians were killed in World War Two
- Stalin wanted to weaken and punish Germany and create a protective sphere of influence or buffer zone in Eastern Europe. However, the only way to ensure that the countries of Eastern Europe would be friendly was to have communist governments in place. This protected the USSR from a future German invasion
- The USA suffered 1/3 million casualties. It wanted to punish the Nazi leaders but not Germany. The USA's main aim was to promote democracy in Germany and Eastern Europe
- These differences in aims became apparent at two peace conferences held at Yalta and Potsdam in 1945. By February 1945 the Allies were confident of victory over Germany. The Allied leaders met at Yalta but could not agree on the future of Germany – “the Big Question”. They compromised and agreed that Germany would be disarmed and split into four zones and Berlin, the capital in the Russian zone, divided into 4 sectors controlled by the USSR, the USA, Britain and France

- At Potsdam in July 1945, the USA and the USSR formalized details of the division of Germany agreed at Yalta. The leading Nazis were put on trial at Nuremberg and 12 were executed. An Allied Control Council ruled Germany with joint elections in the 4 zones which, it was hoped, would lead to eventual unification of Germany
  - In elections in 1946 the Communists won only 20% of the vote but a communist government was imposed on the Russian zone and the Russian sector of Berlin. A pro-Stalin leader, Walter Ulbricht, ruled the Russian zone. He allowed the Russians to take anything that could be used to rebuild the Russian economy.
  - In 1947 the USA began the Truman Doctrine and promoted an active foreign policy aimed at containing the spread of communism. By 1948, the British, American and French zones benefited from the Marshall Plan, which provided Europe with \$15 billion to allow economic reconstruction. The Western zones of Germany received \$1.3 billion in the Marshall Plan. A new currency, the Deutschmark was introduced in June 1948 in the British, French and American zones as the West wanted Germany treated as a single economic unit
  - 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 road, rail and canal links to West Berlin. The USA regarded this as a challenge to the Truman Doctrine and Containment. The American commander in Berlin, General Clay, warned that 'if West Berlin falls, West Germany will be next'
  - The result was the Berlin Airlift. The 2 million residents of West Berlin were totally dependent on supplies from West Germany. The Americans and British faced a huge logistical task. The airlift lasted 324 days. Up to 13,000 tons of food and fuel were supplied by air per day. Over 185,000 flights were made during the Berlin Airlift. 79 American and British pilots were killed taking part in the Airlift. The success of the Berlin Airlift showed the USA's determination not to give up West Berlin and contain the spread of Russian control in Eastern Europe.
- Any other valid point [18]

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

- (b) How did the USSR deal with challenges to its control over Eastern Europe between 1956 and 1968?

**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 the ways that the USSR dealt with challenges to its control over Eastern Europe between 1956 and 1968 but answers will lack sufficient depth and detail. Spells, punctuates and uses the rules of grammar with adequate accuracy.

Very good detail on two of the three key events can access top of Level 2.

**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 1956 and 1968. Answers may include some of the following:

- Stalin died in 1953 and by 1955 Khrushchev emerged as the new leader of the USSR. He was determined to carry out political and economic reform and he criticized Stalin in a famous speech in 1956. However, control of Eastern Europe remained a constant in the USSR's foreign policy
- Hungary was ruled from 1948 by a pro-Stalin dictator called Rakosi. In 1956 popular unrest in Hungary forced Rakosi's resignation. This gave hope to Hungarians looking for freedom from Russian control. In October 1956 anti-Soviet demonstrations led to the appointment of a new communist leader, Imre Nagy. He announced free elections and that Hungary would leave the Warsaw Pact and become a neutral country. It was felt that Khrushchev was not as strict as Stalin and would compromise as he had done in Poland in 1956
- Khrushchev, however, was determined to keep Russian control over Hungary and not to allow Hungary to leave the Soviet Bloc. Khrushchev sent 5 divisions of the Russian army and 100 tanks into Hungary. There was fierce fighting in Budapest from 4th to the 14th November 1956. Thousands were killed and 180,000 fled and the rebels were defeated. Nagy was executed in 1958 and a pro-Russian government was installed led by Kadar. Many in Hungary felt betrayed by the failure of the USA and the West to help the rebels
- 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
- In 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. The Berlin Wall became a concrete symbol of the Cold War and showed the lengths to which the USSR would go to maintain control

- By 1968, Brezhnev was the Russian leader. He faced a challenge to Russian control of Eastern Europe in Czechoslovakia. A new leader, Dubcek, proposed a policy of 'Socialism with a human face'. He wanted Czechoslovakia to remain Communist within the Russian sphere of influence. In the Prague Spring more freedom of speech and travel was introduced with more economic freedom and reduced powers for the secret police
  - Brezhnev became concerned that these reforms would undermine Russian control over Eastern Europe. In August 1968, USSR and Warsaw Pact troops invaded Czechoslovakia. The Czechs refused to openly fight like the Hungarians in 1956 but used non-violent, non-cooperation tactics. Dubcek was replaced by Husak. The reforms of the Prague Spring ended
  - The USSR remained in control of Eastern Europe between 1956 and 1968 but it faced resentment in many countries. It used force in Hungary and Czechoslovakia to maintain control. It built the Berlin Wall to prevent an exodus to the West. The Brezhnev Doctrine in 1968 reaffirmed the determination of the USSR to keep control of Eastern Europe. It was also clear that Russian control meant that these countries had to have a communist government
- Any other valid point [12]

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**Some of this detail may be included in level 2. Spells, punctuates and uses the rules of grammar with consistent accuracy.**

- 3 (a) Explain how and why the USA and China became involved in the Korean War between 1950 and 1953.

**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]–[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 and China became involved in the Korean War 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 of why and how the USA and China became involved in the Korean War 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 why and how the USA and China became involved in the Korean War between 1950 and 1953. Answers may include some of the following:

- The Truman Doctrine, 1947, widened the USA's commitment to contain the spread of communism. Truman stated that the USA would help any country resisting control by '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, that all countries in Asia were in danger from communism. In the USA Truman was criticized for being too lenient over the spread of communism in Asia
- After the defeat of Japan in 1945, American and Russian soldiers occupied Korea. Korea was divided in 1948 along the 38th Parallel. North Korea became communist and ruled by Kim Il Sung, while South Korea was non communist and ruled by Syngman Rhee. In 1948 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
- 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. American leaders saw this as the fulfilment of the Domino Theory which would see the fall of all non-Communist countries in Asia

- 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
- The USA believed that Stalin and the USSR had planned the invasion of South Korea in order to increase the USSR's sphere of influence. Stalin only provided indirect help, for example, the USSR's military planners helped draw up Kim Il Sung's invasion plans. Russian pilots helped the North Korean air force but wore Chinese uniforms and symbols on their planes. The USSR did not want to risk a war with the USA
- Mao Ze Dong and China feared that the USA would use the Korean War to roll back communism and put the Chinese Nationalists in control. This policy was supported by General MacArthur and leading American politicians. In October 1950 after the Inchon landings, the North Korean army was pushed back over the border. The UN/US army went on the offensive and reached close to the border between North Korea and China
- China did not want to risk war against the USA but was determined to resist a US invasion. On 25th October 1950, over 250,000 Chinese troops called 'volunteers' moved into North Korea, and pushed the UN/US army back into South Korea. Chinese troops recaptured its capital Seoul. Truman sacked MacArthur who wanted an offensive war against China. Truman abandoned the risky strategy of Roll Back for containment. By 1951 a number of costly offensives and counter attacks resulted in stalemate until an armistice was signed in 1953  
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.**

- (b) What gains and losses did involvement in the Korean War have for the USA and China by 1953?

**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 have some awareness of the gains and losses of the USA and China in the Korean War 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 gains and losses of the USA and China in the Korean War. Answers may include some of the following:

**The USA**

- The USA did implement the Truman Doctrine, showing the seriousness of its commitment to contain the spread of communism. The UN/USA involvement saved South Korea from communist control. Rhee's army was on the verge of surrender in the Pusan Pocket. The Inchon landing in September 1950 was successful and resulted in 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
- 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 USA saved South Korea at a cost. The USA was forced to triple its spending on the military. Over 54,000 Americans were killed in the Korean War and 100,000 wounded. In total over 2 million, mostly Korean civilians, were killed 'in the century's nastiest little war'
- John Foster Dulles, the American Secretary of State, said that the Korean War taught the USA a valuable lesson. It had to be more prepared for the threat of communist expansion. 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

**China**

- China had saved North Korea from roll back and increased its reputation as a leading communist power in Asia. North Korea remained Communist, which gave China protection from the USA
- Mao Ze Dong and the communist government emerged from the Korean War in a more secure position. China did succeed in securing its position and the USA would not try to roll back communism in Asia. The Friendship Treaty with the USSR created a formidable communist alliance in Asia. However, in the longer term, tensions between both powers reduced its influence

- China saw its actions as self defence. It was afraid that the USA would invade as it didn't have nuclear weapons. China sent its army across the Yalu River as 'volunteers' to avoid war against the USA
- China lost an estimated 500,000 in the war. The war was costly for the new Communist government
- Relations between the USA and China remained very tense. The USA refused to recognize Communist China. China was represented at the United Nations by the Nationalist-controlled island of Taiwan. China was isolated by the USA in trade and politics
- China's actions were condemned by the United Nations which accused it of being aggressive. After 1953 China began to turn in on itself behind the so-called "Bamboo Curtain"

Any other valid point

[12]

**Some of this detail may be included in level 2. Spells, punctuates and uses the rules of grammar with consistent accuracy.**

AVAILABLE  
MARKS

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- 4 (a) Explain how and why the USA increased its involvement in the Vietnam War between 1954 and 1967.

AVAILABLE  
MARKS

**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]–[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 increased its involvement in the Vietnam War between 1954 and 1967. 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 increased its involvement in the Vietnam War between 1954 and 1967. 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 increased its involvement in the Vietnam War between 1954 and 1967. Answers may include some of the following:

- Vietnam had been controlled by France before 1940 and taken over by Japan from 1940 until 1945. Ho Chi Minh led the Viet Minh against France's attempts to regain control after 1945. Ho Chi Minh was a Communist and this turned his struggle into part of the Cold War. As part of the Truman Doctrine, the USA gave France \$1.4 billion to help defeat the Viet Minh. France was defeated at the battle of Dien Bien Phu in 1954 and in a peace settlement Vietnam was divided on Cold War lines along the 17th Parallel
- From 1954 the non Communist South Vietnam government faced a guerrilla war against the Viet Cong led by Ho Chi Minh, now leader of Communist North Vietnam. The US leaders were determined to save South Vietnam. From 1954 to 1964 the USA sent increasing amounts of indirect help – money, military equipment and advisers to help the government of South Vietnam. By 1960 there were 16,000 American advisers in South Vietnam. President Diem, a Catholic, sided with the landlords against the mainly Buddhist peasants. In November 1963, President Diem was assassinated and the Viet Cong controlled over 60% of South Vietnam
- The immediate cause of direct US involvement was the Gulf of Tonkin incident in August 1964. A North Vietnamese gun boat fired at a US warship. There was anger in the USA and Congress gave President Johnson the right to use “all necessary measures” in the Tonkin Resolution. This was termed “Grandma’s nightshirt” as it covered everything! President Johnson ordered direct air strikes against North Vietnam in Operation Rolling Thunder and sent US troops to South Vietnam to prevent a Communist victory

- The Viet Cong were expert guerrilla fighters who were familiar with the jungle terrain and very committed to making South Vietnam communist. They ambushed the Americans and disappeared into the jungle. Their punji traps and land mines caused mounting casualties and wore down the Americans. The American generals were frustrated that they couldn't use their superiority in weapons or face their enemy in open combat. The Americans used intensive bombings and chemical defoliants e.g. Agent Orange but these failed to defeat the Viet Cong
- The Americans tried to win 'the hearts and the minds' of the people of South Vietnam. Their strategy was to move villagers to controlled areas called strategic hamlets. The Americans provided medical and educational facilities. This backfired as the peasants resented the loss of their land
- The Viet Cong had the support of most of the South Vietnamese peasants. They were able to move around freely and were sheltered by the villagers. They spoke the same language and were indistinguishable. One Viet Cong leader stated that 'the people are the water and our armies are the fish'
- The US used Search and Destroy missions in a desperate attempt to capture Viet Cong suspects. This alienated the Vietnamese. The American soldiers set fire to entire villages in a desperate attempt to find weapons and the Viet Cong
- The Viet Cong received vital help from North Vietnam along the Ho Chi Minh Trail along the western border with Cambodia and Laos. This was used to smuggle weapons and supplies from North Vietnam. The Viet Cong received indirect help e.g. raw materials and vehicles from the USSR and China
- The Viet Cong were very committed and thousands of North Vietnamese women and children helped keep the supply routes open in spite of intensive US bombing of North Vietnam.

Any other valid point

[18]

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

(b) How did the USA's involvement in the Vietnam War change between 1968 and 1975?

AVAILABLE  
MARKS

**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 USA's involvement in the Vietnam War changed between 1968 and 1975, 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 USA's involvement in the Vietnam War changed between 1968 and 1975. Answers may include some of the following:

- The Tet Offensive in January 1968 convinced many in the USA that the war could not be won. The media coverage of the Viet Cong attack on the American Embassy in Saigon shocked the American public who were being told by the government that victory over the Viet Cong was near
- The horrors of the war were shown on television each night, for example, the My Lai Massacre in which over 300 Vietnamese civilians were killed by American troops. This shocked the American public and contributed to a fall in support for the war
- Anti-war protests increased in the late 1960s as the number of casualties and the cost of the war increased. Across the USA, university students held anti-war marches. The morale of American soldiers declined. Over 58,000 were killed, 300,000 wounded and there was an increase in draft dodging. Well-known individuals for example Muhammad Ali refused to enlist in the Army Draft
- In 1969 President Nixon introduced a policy of Vietnamisation which involved transferring responsibility to the South Vietnamese Army. The US began peace talks but negotiations with North Vietnam dragged on until January 1973 when a cease fire was agreed. In January 1973 the last American soldiers left Vietnam. The US bombing of Cambodia and Laos to disrupt the Ho Chi Minh Trail led to international condemnation and prolonged the war
- In April 1975 the South Vietnamese army was defeated and Saigon was captured by the Viet Cong. Vietnam was reunited in 1975 as a communist country led by Ho Chi Minh. The American policy of containment was a failure. The war had shown that the USA's vast superiority in military strength could not stop the spread of communism in Vietnam and South East Asia

Any other valid point

[12]

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

