



**General Certificate of Secondary Education
2012**

History

Unit 1: Studies in Depth

Foundation Tier

[GHY11]

THURSDAY 7 JUNE, MORNING

**MARK
SCHEME**

Section A

Option 1: Germany, 1918–1941

This question is about the Aftermath of World War One and the Weimar Republic.

1 (a) Below is a list of words linked to the Weimar Republic:

Reichstag	Proportional Representation	Article 48	Coalition	Armistice
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Target AO1: Recall of knowledge.

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

- | | | |
|--|-----------------------------|-----|
| (i) The end of the fighting in World War One | <u>Armistice</u> | |
| (ii) Allowed the German President to make decisions without consulting anyone | Article 48 | |
| (iii) Voting system in the Weimar Republic | Proportional Representation | |
| (iv) German parliament | Reichstag | |
| (v) Government made up of more than one political party | Coalition | [4] |

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

(b) (i) Give **one** way in which the Weimar Republic was challenged by violent opposition between 1919 and 1923.

Target AO1: Recall of knowledge.

No rewardable material [0]
Term identified but no development [1]
Term identified with some development [2]

Any **one** way:

- in the Spartacist Rising of January 1919 a group of communists led by Karl Liebknecht and Rosa Luxemburg tried to take hold of government buildings in Berlin
- in the Kapp Putsch of March 1920 Wolfgang Kapp led a right-wing group, including many Freikorps who took over government buildings in Berlin

- in the Red Rising of 1920 workers who had gone on strike to stop the Kapp Putsch refused to go back to work
- in the Munich Putsch of 1923 Hitler and approximately 2000 Nazis tried to take power in Munich with the intention of marching to Berlin.

Any other valid point [2]

- (ii) Describe **two** effects of the hyperinflation crisis of 1923 on Germany.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- money became worthless
- many people lost all their savings
- those on fixed incomes such as pensions suffered as the money they received didn't keep pace with inflation
- 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 and prices in shops could change by the hour.

Any other valid point [4]

- (c) (i) Why was the Treaty of Versailles unpopular with the people of Germany?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons for the issue or event studied. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain fully the issue or event studied. There will be more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- the Treaty was a diktat – Germans had no say over it
- Germany had to accept the war guilt clause
- they had to pay £6,600 million in reparations to pay for war damage, leaving the economy very weak
- Germany also lost 10% of its land, including territories like Posen, West Prussia and Alsace-Lorraine. This land lost contained 16% of Germany's coalfields and half its iron and steel industry
- the Treaty had placed limits on the size of the German armed forces. The army was restricted to 100 000 soldiers, only six battleships were allowed and there was to be no air force. This contributed to rising unemployment and would make it difficult for Germany to defend itself if attacked.

Any other valid point

[6]

(ii) How did **each** of the following lead to the collapse of the Weimar Republic by January 1933:

- Impact of the Depression, 1929–1932
- Actions of Hitler and the Nazis, 1929–January 1933?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main reasons for the issue or event studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the reasons for the issue or event studied. Answers will contain more accurate detail on the main reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Impact of the Depression, 1929–1933

- when the Wall Street Crash in USA led to the withdrawal of loans to Germany and demands for repayments an economic depression began in the country. The Weimar government could not decide how to deal with this
- Müller, leader of the Grand Coalition, wanted to raise unemployment benefit but couldn't get a majority in the Reichstag to pass this and had to resign
- when Brüning became Chancellor of Germany he made unpopular decisions such as cutting benefits and raising taxes. He was forced to use Article 48 to get new laws passed
- during this time unemployment reached a high of 6 million and German people lost faith in the ability of the government to deal with the crisis.

Actions of Hitler and the Nazis, 1929–January 1933

- the Nazis promised to abolish the Treaty of Versailles, end unemployment and make Germany great again
- the Nazis used a wide variety of propaganda to get their message across, under the direction of Joseph Goebbels
- they carried out “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
- Hitler and the Nazis won 37.3% of the vote in the July 1932 elections but Hindenburg would not allow Hitler to become Chancellor
- Von Papen asked Hitler to work with him to get into power – Hitler would be Chancellor and Von Papen Vice-Chancellor
- Hindenburg was convinced that Hitler could be controlled and so Hitler became Chancellor on 30 January 1933.

Any other valid point

Candidates must address both guidelines to access Level 3 [9]

25

2 This question is about Nazi Germany, 1933–1939.

(a) Below is a list of words linked to the experience of workers in Nazi Germany:

Beauty of Labour	Strength Through Joy	RAD	Trade Unions	Rearmament
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Target AO1: Recall of knowledge.

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

- | | | | |
|-------|--|-------------------------|-----|
| (i) | Improved conditions in German workplaces | <u>Beauty of Labour</u> | |
| (ii) | Provided work for unemployed young men | RAD | |
| (iii) | Banned by the Nazis in 1933 | Trade Unions | |
| (iv) | Provided leisure activities for German workers | Strength Through Joy | |
| (v) | Created new jobs in factories | Rearmament | [4] |

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

(b) (i) Give **one** reason why Hitler ordered the Night of the Long Knives in June 1934.

Target AO1: Recall of knowledge.

No rewardable material [0]
Reason identified but no development [1]
Reason identified with some development [2]

Any **one** reason:

- the SA had gained a bad reputation for thuggish and violent behaviour and were increasingly unpopular with Hitler's middle class supporters in particular
- Hitler needed the support of the army in order to carry out his foreign policy aims but they hated the SA. By carrying out the Night of the Long Knives Hitler was able to get the army to swear an Oath of Loyalty to him
- Hitler feared that Ernst Röhm, the SA leader wanted to carry out a Second Revolution and replace Hitler as leader of the Nazis.

Any other valid point [2]

- (ii) Describe **two** ways in which the Nazis used propaganda to control the lives of Germans between 1933 and 1939.

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

No rewardable material [0]

Able to identify a way with no development [1]

Able to identify and describe one way [2]

Apply above criteria to each effect

Any **two** ways:

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

Any other valid point

[4]

- (c) (i) Why did Hitler and the Nazis want to control the lives of **each** of the following:

- Jews
- Women?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons for the issue or event studied. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain fully the issue or event studied. There will be more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Jews

- Hitler and the Nazis hated the Jews
- 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 had too many of the important jobs in Germany.

Women

- role of women was summed up in the 3 Ks – children, church and cooking
- women were viewed as very important as they would produce the future generations
- Hitler wanted to ensure that as many racially pure children as possible were born.

Any other valid point

Candidates must address both guidelines to access Level 3 [6]

- (ii) How did the policies of the Nazis affect the lives of young people in Germany between 1933 and 1939?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main reasons for the issue or event studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the reasons for the issue or event studied. Answers will contain more accurate detail on the main reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- youth groups were established to control the leisure time of young people
- boys were taught to fire a gun and to march in the Hitler Youth
- 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
- girls were taught Home Economics
- pupils had to study eugenics to learn how to produce racially pure children
- Jewish pupils were humiliated and eventually banned from ordinary schools
- teachers had to belong to Nazi Teachers' League and had to promote Nazism at all times
- Adolf Hitler schools and Order Castles were set up for the most talented school pupils to attend.

Any other valid point

[9]

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3 This question is about Nazi Policies and Actions in Europe, 1933–1941.

(a) Below is a list of words linked to German Foreign Policy:

Operation Barbarossa	Appeasement	Stalin	France	Munich Conference
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Target AO1: Recall of knowledge.

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

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|---|----------------------|-----|
| (i) Country invaded by Germany in 1940 | <u>France</u> | |
| (ii) German invasion of the USSR in 1941 | Operation Barbarossa | |
| (iii) French and British policy towards Germany until March 1939 | Appeasement | |
| (iv) Meeting to decide the future of the Sudetenland | Munich Conference | |
| (v) Leader of the USSR in 1941 | Stalin | [4] |

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

(b) (i) Give **one** reason why Hitler wanted to take over Austria in 1938.

Target AO1: Recall of knowledge.

No rewardable material [0]
Reason identified but no development [1]
Reason identified with some development [2]

Any **one** reason:

- many German speakers lived in Austria – taking it would help to create Grossdeutschland
- Hitler was born in Austria and wanted his homeland to be German
- Germany would be able to use the Austrian army
- it was a way of breaking the Treaty of Versailles.

Any other valid point [2]

- (ii) Describe **two** actions carried out by the Nazis to take over the Sudetenland in 1938.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe one action [2]

Apply above criteria to each action

Any **two** methods:

- the Sudeten Nazis under their leader, Henlein, stirred up trouble and claimed that the Czechs were mistreating the Germans living there
- Hitler stated that he would declare war if the areas of the Sudetenland that were more than 50% German were not given to Germany
- Chamberlain, the British Prime Minister flew to Germany to meet Hitler and agreed to his demands
- Hitler then raised his claim to all of the Sudetenland and there were worries that war would break out after all. The Munich Conference was held where Chamberlain, along with Daladier, the French leader and Mussolini, the Italian leader, agreed to give Hitler all of the Sudetenland.

Any other valid point [4]

- (c) (i) Why did Hitler and the Nazis want to take over **each** of the following:

- Poland, 1939
- The USSR, 1941?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons for the issue or event studied. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain fully the issue or event studied. There will be more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Poland, 1939

- hated the Polish Corridor as it split German territory in two
- wanted lebensraum in eastern Europe
- believed the people in Eastern Europe were racially inferior
- it had resources which Germany could use to make it self-sufficient.

USSR, 1941

- wanted to destroy communism in Russia
- believed the Russian people to be inferior
- wanted lebensraum in Eastern Europe
- wanted access to resources like oil.

Any other valid point

Candidates must address both guidelines to access Level 3 [6]

- (ii) How did Hitler break the Treaty of Versailles between 1933 and 1936?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main reasons for the issue or event studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the reasons for the issue or event studied. Answers will contain more accurate detail on the main reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- announced conscription in 1935 and brought numbers in army up to 400 000 by 1936
- military spending grew from 3 billion marks in 1933 to 9 billion marks by 1935
- opened many arms factories to produce weapons and ammunition
- battleships and submarines were built
- Luftwaffe was created
- signed Anglo-German Naval Agreement with Britain in 1935, allowing Germany's navy to reach 35% of the size of Britain's
- sent 15 000 police and 22 000 soldiers into the Rhineland in 1936
- announced Four Year Plan which aimed to prepare Germany to fight a major war by 1940.

Any other valid point

[9]

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Option 2: Russia, c1916–1941

4 This question is about the End of Tsarism and the 1917 Revolutions.

(a) Below is a list of names linked to Tsarina Alexandra:

Romanov	Germany	Rasputin	Haemophilia	Alexis
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Target AO1: Recall of knowledge.

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

- | | | | |
|-------|---|---------------|-----|
| (i) | Only son of Tsarina Alexandra | <u>Alexis</u> | |
| (ii) | Country where Tsarina Alexandra was born | Germany | |
| (iii) | Holy man who had much influence over Tsarina Alexandra | Rasputin | |
| (iv) | Serious illness from which Tsarina Alexandra's son suffered | Haemophilia | |
| (v) | Surname of the ruling family of Russia | Romanov | [4] |

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

- (b) (i) Give **one** reason why there was a revolution in Russia in February 1917.

Target AO1: Recall of knowledge.

No rewardable material [0]
Cause identified but no development [1]
Cause identified with some development [2]

Any **one** reason:

- the poor performance of the Russian army in World War One was a main cause of the February Revolution. Morale in the army was low after defeats and 8 million casualties. Desertions increased in 1916
- there was increased criticism of Tsar Nicholas II's inept leadership as commander-in-chief of the Russian army
- the unpopularity of Tsarina Alexandra and Rasputin had a negative effect on attitudes to the Tsar and indirectly led to the February Revolution

- there was growing economic and social discontent. Workers in Petrograd demonstrated about working conditions and food and fuel shortages. In February strikes by workers, especially the large Putilov steel works became more widespread
- on 23 February, International Women's Day, thousands of women joined the strikers. They protested about food and fuel shortages in Petrograd. The capital was at a stand-still
- the attitude of the army in deserting the Tsar was crucial. The Tsar lost the backing of the army leaders who were unhappy at his leadership in the war. The Petrograd Garrison refused to obey the Tsar and its commander and fire on the demonstrators.

Any other valid point [2]

(ii) Describe **two** effects of the Kornilov Revolt, August 1917.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

- General Kornilov, the new army commander-in-chief wanted to remove the influence of the Bolsheviks. Kerensky, leader of the Provisional Government, feared that Kornilov wanted to overthrow it. Kerensky was discredited and the Provisional Government was isolated. The Kornilov Revolt showed that they had lost all support from the army
- the Kornilov Revolt helped the fortunes of the Bolsheviks. They had been discredited after the July Days. Kerensky released the Bolshevik Red Guard from prison and gave them weapons to defend Petrograd. The Kornilov Revolt failed and the Bolsheviks, now armed, claimed credit for saving Petrograd
- the Bolsheviks now planned to overthrow the Provisional Government.

Any other valid point [4]

(c) (i) Why did **each** of the following weaken the Provisional Government:

- Continued involvement in World War One
- Policy on land?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content**Continued involvement in World War One**

- the decision to continue Russia's involvement in World War One was a mistake. Problems with supplies of weapons and food continued. Inflation remained high
- the June Offensive failed with 400 000 casualties. There was an increase in desertions and a breakdown of army discipline
- it also led to the July Days, an attempted uprising by soldiers and sailors in Petrograd against the Provisional Government.

Policy on Land

- 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's policies on war and land allowed the Bolsheviks to gain support. Lenin's April Theses focused on peace and land
- the Bolsheviks were able to portray themselves as the only group with a consistent policy opposing the Provisional government. This increased their credibility as an alternative to the Provisional Government.

Any other valid point

Candidates must address both guidelines to access Level 3 [6]

(ii) How did World War One affect **each** of the following in Russia by February 1917:

- The Russian army
- The lives of the Russian people?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

The Russian army

- in August and September 1914 the Russian army suffered two heavy defeats by the German army at the battles of Tannenberg and the Masurian Lakes. In 1915 Tsar Nicholas became commander-in-chief. In 1916 the Russian army failed to defeat Austria-Hungary in the Brusilov Offensive
- 13 million men, mainly peasants, were conscripted to the army. Most of the eight million casualties (killed, wounded or taken prisoner) were peasants. Most of the officer class was killed by 1916
- morale decreased and desertion rates increased. The Russian army was termed “peasants in uniform”.

The lives of the Russian people

- World War One had a negative effect on the lives of all sections of Russian society. The number of workers in cities increased from 22 to 28 million. They worked long hours and there was harsh discipline in the heavy engineering factories producing munitions
- by 1916 living standards declined due to inflation. Inflation at 400% by the end of 1916 wiped out savings of the middle class and had a negative effect on all sections of society
- there was a shortage of food and fuel especially in Petrograd and Moscow. Meat prices increased by 300%. By the end of 1916 there was only $\frac{1}{2}$ food and $\frac{1}{3}$ fuel requirements in these cities. Supplying the army was the main priority
- by early 1917 many factories were forced to close due to shortages of coal largely due to a break down in the transport system. Thousands of workers were unemployed, cold and hungry
- most of the casualties were peasants. Women and the old were left to do the farm work. A shortage of farm labourers led to decreased production. Horses, essential for farm work were seized for the army. As inflation increased, peasants hoarded food. By the end of 1916 grain-growing areas had a glut of wheat while bread queues in the cities were common.

Any other valid point

Candidates must address both guidelines to access Level 3 [9]

25

5 This question is about the Establishment of the Bolshevik State, 1917–1924.

(a) Below is a list of words linked to the early months of Bolshevik rule in Russia:

Brest-Litovsk	Sovnarkom	Land Decree	Cheka	Socialist Revolutionary Party
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Target AO1: Recall of knowledge.

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

- (i) Name given to the Bolshevik government Sovnarkom
- (ii) Law allowing the peasants to keep land seized from the nobles and Tsar in 1917 Land Decree
- (iii) The place where a peace treaty was signed in March 1918 Brest-Litovsk
- (iv) Party that won the election in Russia in November 1917 Socialist Revolutionary Party
- (v) The Bolshevik secret police set up in December 1917 Cheka [4]

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

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

Target AO1: Recall of knowledge.

No rewardable material [0]
Cause identified but no development [1]
Cause identified with some development [2]

Any **one** reason:

- the Bolsheviks won only 175 seats in the Constituent Assembly compared to 370 for the SRs. The Bolsheviks were in the minority. Lenin was determined to remain in power
- Lenin closed down the Constituent Assembly because he refused to recognise the result and hand over control. The Bolshevik Red Guards closed down the Constituent Assembly by force in January 1918 after only one day.

Any other valid point [2]

- (ii) Describe **two** effects of War Communism on the economy and on the lives of people in Russia in 1921.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- War Communism ended the Mir. The Bolsheviks resented the power of the Mir which ran the villages and divided land among the peasant families
- peasants were forced to hand over grain and animals 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
- in Tambov province in central Russia peasants rebelled against the Bolsheviks. 50 000 Bolshevik soldiers were needed to crush the Tambov revolt in 1920.

Any other valid point

[4]

- (c) (i) Why did the Red Army win the Civil War in Russia by 1921?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- the Red Army occupied the most industrially-developed area of Russia. This gave the Red Army access to weapons and war supplies unavailable to the Whites. The Bolsheviks controlled Russia's railway system so that they could quickly deploy troops to deal with attacks from the Whites
- Trotsky, leader of the Red Army was a ruthless and effective military leader. He turned the inexperienced Red Army into a disciplined, well-led and effective fighting force. He forced 22 000 Tsarist officers to provide leadership and used the Cheka to shoot all deserters
- 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 organised War Communism to ensure that industry and agriculture in the Bolshevik-controlled areas was geared to supply the Red Army. The Cheka seized grain from the peasants. In factories the workers had to work long hours to ensure that weapons and equipment were sent to the Red Army
- the White Army consisted of an uncoordinated collection of groups 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 poor leadership. They controlled the outlying areas and comprised only $\frac{1}{3}$ million. There were few factories making weapons and a poor railway network prevented a coordinated attack by different groups
- the White Armies treated the peasants, workers and minority groups very harshly in the areas they controlled. General Deniken supported the return of their land to the landlords and the Cossacks carried out anti Jewish pogroms
- foreign armies supplied weapons and money to the Whites to encourage Russia to re-enter World War One. The Bolsheviks used propaganda to portray the White Army as "puppets of the West".

Any other valid point

[6]

(ii) How did the New Economic Policy (NEP) affect the lives of **each** of the following in the USSR between 1921 and 1924:

- Peasants
- Workers?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

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.

Workers

- under the New Economic Policy, large businesses and banks, “the commanding heights”, which employed 85% of workers, remained under state control
- small businesses employing less than 10 workers were returned to private ownership
- in state-controlled factories piece work and bonuses were used to increase production. Under the New Economic Policy industrial production increased for example, coal production doubled
- private trade was legalised which was against communist beliefs. Nepmen or small traders controlled private trade. Markets supplying consumer goods, for example shoes and clothes, were controlled by Nepmen. Many made large profits. The standard of living of most workers and peasants had improved by 1924.

Any other valid point

Answers must address the effects on both groups to access Level 3

[9]

25

6 This question is about Stalin and the Union of Soviet Socialist Republics (USSR), 1924–1941.

(a) Below is a list of words linked to Collectivisation in the USSR:

Labour Camps	Motor Tractor Stations	Kulaks	Kolkhoz	Ukraine
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Target AO1: Recall of knowledge.

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

- (i) Places in remote areas where opponents of Stalin were sent to work Labour Camps
- (ii) Area in the USSR which experienced a famine in 1932 Ukraine
- (iii) Name for a collective farm Kolkhoz
- (iv) Supplied machinery to the collective farms Motor Tractor Stations
- (v) Richer peasants who resisted Stalin's attempts to introduce Collectivisation Kulaks
- [4]

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

(b) (i) Give **one** reason why the USSR was invaded by Germany in 1941.

Target AO1: Recall of knowledge.

No rewardable material [0]
Cause identified but no development [1]
Cause identified with some development [2]

Any **one** reason:

- Stalin and Hitler had cynical motives in signing the Nazi Soviet Pact in 1939. Both gained land from Poland but Hitler's long-term aim was to invade and occupy Slav lands in the east. This was central to the policy of lebensraum
- by 1941 Germany had control of most of Western Europe. Hitler was now stronger and did not have to face the prospect of war on two fronts. Operation Barbarossa was planned on a huge scale

- Hitler hated communism and wanted the USSR under Nazi control
- the rich farmland and resources of the USSR were needed by Hitler to provide resources for his empire.

Any other valid point [2]

- (ii) Describe **two** actions taken by Stalin to improve industry in the USSR between 1928 and 1941.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** actions:

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

Any other valid point [4]

- (c) (i) Why was Stalin able to become ruler of the USSR by 1929?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Stalin used his position as General Secretary to control appointments and build up a power base within the party
- in 1924 Trotsky's failure to attend Lenin's funeral damaged his reputation. Stalin delivered Lenin's funeral oration, setting himself up as the man who would carry on Lenin's work
- Stalin 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.

Any other valid point

[6]

(ii) How did Stalin increase his control over the USSR in the 1930s?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

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

Any other valid point

[9]

25

Option 3: The United States of America, 1918–1941

7 This question is about the United States of America (USA) in the 1920s.

(a) Below is a list of words linked to the role of the cinema in the 1920s:

Hays Code	Clara Bow	Talkies	Hollywood	Star System
-----------	-----------	---------	-----------	-------------

Target AO1: Recall of knowledge.

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

- (i)** Centre of the film industry in the 1920s Hollywood
- (ii)** New type of film that began in 1927 Talkies
- (iii)** System of creating film stars in the 1920s Star System
- (iv)** Introduced to keep high moral standards in all films Hays Code
- (v)** Famous female film star in the 1920s Clara Bow [4]

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

(b) (i) Give **one** reason why the USA’s relations with Europe changed after 1920.

Target AO1: Recall of knowledge.

No rewardable material [0]
Cause identified but no development [1]
Cause identified with some development [2]

Any **one** reason:

- the Republican Party was in power in the 1920s. Isolationism was the traditional foreign policy aim of the Republican Party. Warren 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 wanted to concentrate 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** ways in which immigrants faced hostility in the USA in the 1920s.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** ways:

- some immigrants to the Southern States faced violence from the Ku Klux Klan. This organisation, with five million members in the 1920s, hated all foreigners. Immigrants were seen as a threat to the American way of life by many WASPs
- immigrants were also seen as a threat to the jobs of WASPs as they undercut wages. Most immigrants were Catholic and Jewish from South and Eastern Europe. Most did not speak English and lived in ghettos in the big cities
- immigrants were linked to a growth in crime. The Mafia emerged as a threat to law and order in the 1920s
- some immigrants faced hostility in their treatment by the legal system. The Sacco and Vanzetti Case was a famous example of a miscarriage of justice as two Italians were executed on very flimsy evidence in 1927
- Russia was a communist country in the 1920s and Russians were the largest immigrant group. Many Americans were suspicious that the new immigrants would be responsible for starting a communist revolution in the USA. The Palmer Raids led to the deportation of 6000 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 screened out immigrants from East and Southern Europe and Asia.

Any other valid point [4]

- (c) (i) Why was Prohibition difficult to enforce in the USA during the 1920s?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- there was a lack of public support and respect for Prohibition in a democracy. 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. President Harding drank alcohol in the White House
- prohibition was difficult to enforce because illegal alcohol called Moonshine was made in people's homes. A device called a still was used. 280 000 illegal stills were seized in the USA in 1928. Industrial alcohol was often resold for drinking
- alcohol was smuggled from outside the USA, e.g. whiskey 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
- in the 1920s gangsters emerged to control the supply and sale of alcohol. The most powerful gang, the Mafia, led by Al Capone controlled bootlegging or the illegal importation of alcohol from Canada and the West Indies. Gangsters earned up to \$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 to top government officials in bribes. The mayor of Chicago, Bill Thompson, was known to be in the pay of the Mafia

- gang violence made it difficult to enforce Prohibition. There were 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 [6]

(ii) How did the motor car industry affect **each** of the following in the USA in the 1920s:

- The economy
- Lifestyle of Americans?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

The economy

- the motor car industry was the leading employer in the 1920s. One-in-seven factory workers produced cars, especially at Ford's huge factories in Detroit and Toledo
- the motor car industry pioneered mass production techniques, based on electrical power. In Henry Ford's assembly line, work was carefully planned and each worker had a specialised task. The production of a car was divided into 45 different parts

- the conveyor belt speeded up production. The giant Ford factory in Detroit made one car every 10 seconds. As a result, Ford reduced the cost of a car to \$295 and still became very rich. Workers in Ford's factories were well paid at \$5 per day but the work was monotonous
- the car industry led to ancillary industries and was a major cause of the growth of the glass, rubber, steel and oil industries. The development of the road network provided employment in construction.

Lifestyle of Americans

- the car industry increased mobility. It encouraged the growth of suburbs as workers could now drive to work. It brought increased freedom to people living in rural America
- larger cities experienced traffic congestion and pollution. Car accidents became more frequent
- older people blamed the car for contributing to the moral decline of young people in the 1920s.

Any other valid point

Answers must address both guidelines to access Level 3 [9]

25

8 This question is about the Wall Street Crash: Causes and Consequences.

(a) Below is a list of words linked to the experiences of farmers in the Depression:

Over production	Oklahoma	Tariffs	Hawley-Smoot Act	Sharecroppers
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Target AO1: Recall of knowledge.

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

- | | | |
|---|------------------|-----|
| (i) Taxes put on imports to the USA | <u>Tariffs</u> | |
| (ii) Reason for continued fall in price of food in the USA | Over production | |
| (iii) Law making it more difficult for farmers to export their food | Hawley-Smoot Act | |
| (iv) State where many farmers lost their farms in dust storms | Oklahoma | |
| (v) Farmers who rented land to grow crops | Sharecroppers | [4] |

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

(b) (i) Give **one** reason for the victory of Roosevelt in the election for President in November 1932.

Target AO1: Recall of knowledge.

No rewardable material [0]
Cause identified but no development [1]
Cause reason identified with some development [2]

Any **one** reason:

- Roosevelt gained the trust of the American people. In contrast to Hoover, he promised to take an active role in reducing unemployment. Roosevelt had a warm homely personality, he asked the American people to work with him in achieving Relief, Recovery and Reform
- in his election campaign and his radio broadcasts he gave the people confidence that the New Deal would be successful
- Roosevelt's mobility was affected by polio. This gave him a greater empathy with the unemployed and disadvantaged

- Roosevelt's wife Eleanor played an active role meeting people in the election campaign and was widely credited with increasing Roosevelt's popularity
- Hoover stayed in Washington for much of the election campaign. He was unpopular and aloof. He was blamed for the effects of the Depression. Farmers and the unemployed blamed Hoover for failing to deal with unemployment and poverty
- Hoover's harsh treatment of the Bonus Army in July 1932 increased his unpopularity.

Any other valid point [2]

- (ii) Describe **two** effects of the Depression on the lives of the unemployed in the USA, 1929–1932.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- 25% of the workforce or 14 million were unemployed by 1932. There was no unemployment benefit and the unemployed endured great hardship. 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 casual 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 fruit. There were 6000 apple sellers in New York in 1932. Some resorted to petty crime, begging and even prostitution.

Any other valid point [4]

- (c) (i) Why did some groups in the USA not benefit from the economic boom of the 1920s?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- farmers were the largest group not to share in the economic boom. Between 1919 and 1929 farm income fell from \$22 billion to \$13 billion. Tariffs reduced food exports which led to overproduction of food and a fall in prices. Over half of Americans lived in rural areas and three million farming families earned less than \$1,000 per year
- farmers borrowed from banks to buy machinery and increase production. However, food prices continued to fall and farm debt increased to \$2 billion by 1929. This led to an increase in evictions
- thousands of farm labourers lost their jobs because of mechanisation. They experienced poverty and hardship
- sharecroppers, mainly Black Americans in the Southern States, were badly affected by the fall in cotton prices. Thousands were forced to migrate to the northern cities
- the invention of synthetic materials had a negative effect on the older sectors of the textile industry. Competition for jobs from immigrants led to a decline in wages for textile workers. Female cotton workers in Carolina earned only \$9 per week in 1926. The coal industry declined in the 1920s as oil became more popular. Coal miners were involved in strikes and lockouts for better wages and conditions
- many workers in construction missed out on the boom. Working conditions were dangerous, especially in building the skyscrapers. Wages of construction workers increased by only 4% during the 1920s.

Any other valid point

[6]

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

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Hoover's belief in no federal government interference in the economy or laissez-faire dominated his policy until 1931. He underestimated the effects of the Depression and promised that "Prosperity was just around the corner"
- before 1931, Hoover did little to deal with 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
- Hoover cut taxes by \$130 million in 1930 in order to try to stimulate the economy
- in 1931 he 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 set up the Reconstruction Finance Corporation. 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

- President Hoover set up POUR (President's Organisation for Unemployment Relief) in 1931 to organise a national fundraising campaign to help ease the effects of poverty. While it raised significant sums of private money, it was insufficient to deal with the effects of the Depression.
- Any other valid point

[9]

25

9 This question is about Roosevelt and the New Deal.

- (a) Below is a list of words linked to improvements made to the lives of workers in the USA under the New Deal:

National Recovery Administration	Wagner Act	Blue Eagle	Liberty League	Social Security Act
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Target AO1: Recall of knowledge.

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

- | | | |
|--|---|-----|
| (i) Agency set up to improve workers' rights | <u>National Recovery Administration</u> | |
| (ii) Law legalising trade unions | Wagner Act | |
| (iii) Organisation opposing efforts to improve workers' rights | Liberty League | |
| (iv) Symbol used by firms taking part in the New Deal | Blue Eagle | |
| (v) Law giving sick pay and pensions to workers | Social Security Act | [4] |

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

- (b) (i) Give **one** reason why World War Two reduced unemployment in the USA between 1939 and 1941.

Target AO1: Recall of knowledge.

No rewardable material [0]
Cause identified but no development [1]
Cause identified with some development [2]

Any **one** reason:

- the USA entered World War Two in December 1941. However, after the outbreak of war in Europe in 1939 Roosevelt ordered preparations to strengthen America's defences. This led to increased military production. Roosevelt thought that the way to win a modern war was to out produce the enemy. By 1943 the USA had produced 86 000 planes. 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 and to only 1 million by 1943

- the USA sold billions of dollars of military equipment to Britain through the Cash and Carry Act and the Lend Lease Act. This also boosted the economy by increasing federal government investment in defence created thousands of jobs in munitions and the aircraft and shipbuilding industries
 - conscription was introduced in 1940 when all men between 18 and 45 were enlisted. This led to a further reduction in unemployment. In December 1941 the USA was officially at war against Japan and Germany after the Japanese attack at Pearl Harbour and full conscription was introduced.
- Any other valid point [2]

(ii) Describe **two** effects of the New Deal agencies on the lives of the unemployed in the USA between 1933 and 1939.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe one effect [2]

Apply above criteria to each effect

Any **two** effects:

- Roosevelt had promised that reducing unemployment was a central aim of the New Deal. The 13 million unemployed welcomed the Works Progress Administration (WPA) and the Public Works Administration (PWA), the two New Deal agencies set up to reduce unemployment
- the PWA provided work schemes for skilled workers, e.g. electricians and engineers. It was led by Harold Ickes and spent \$7 billion on public work schemes between 1933 and 1939. It built 70% of American schools and 35% of American hospitals
- the WPA led by Harold Hopkins provided over two million jobs each year. It had a much wider range of projects, e.g. work for photographers, actors and painters. The WPA was criticised for creating “Boondoggles” or jobs of limited economic value
- the PWA and the WPA employment 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
- the Civilian Conservation Corps (CCC) aimed to provide work for over two million single unemployed men under 25. These men were unskilled; many were hobos or lived in Hoovervilles. They lived in work camps and received \$1 per day and free food

- the CCC aimed to give unemployed young men a sense of purpose and improved self-confidence. The CCC aimed to teach work skills and provide free food and accommodation. It was hoped that the outdoor work would make them fit and healthy and make it easier for them to get jobs afterwards.

Any other valid point

[4]

(c) (i) Why did **each** of the following oppose the New Deal in the USA between 1933 and 1939:

- The Supreme Court
- Huey Long and Dr Francis Townsend?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons for the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omission and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain fully the issue or event studied with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

The Supreme Court

- the Supreme Court was the “Guardian of the Constitution”. Most of its nine judges were Republican. Its job was to ensure that Congress and the president did not exceed their powers as outlined in the constitution
- it had a Republican majority and was hostile to the active role of the federal government in the New Deal. It looked at 16 cases involving the New Deal and found that Roosevelt had acted against the constitution in 11 cases

- in 1936 the Supreme Court ruled that the actions of the AAA were illegal because only state governments could give financial help to farmers to kill animals and destroy crops. Direct financial payments from the federal government to farmers had been a key aspect of the work of the AAA. In 1936 the Supreme Court declared 16 AAA codes 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 code because this was the responsibility of the state governments. As a result 750 cases had to be scrapped.

Huey Long

- Huey Long was a Democrat governor of Louisiana. He believed that the New Deal was not radical enough to reduce poverty. He put forward a “Share Our Wealth” scheme that would take money from the banks and millionaires and distribute it among the poor.

Dr Townsend

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

Any other valid point

Answers must address both guidelines to access Level 3 [6]

(ii) How did the New Deal affect **each** of the following in the USA between 1933 and 1939:

- Agriculture
- People living in the countryside?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Agriculture

- the New Deal aimed to improve agriculture by increasing farm prices and the incomes of farmers. The Agricultural Adjustment Administration was set up to deal with the problems of over-supply and low prices
- compensation was paid to farmers to reduce the amount of crops sown and animals bred. Six million piglets were killed and millions of acres of cotton and wheat were ploughed up. By 1939 food prices increased and farm income doubled
- agriculture in the Tennessee Valley was changed by the Tennessee Valley Authority set up in 1933. The TVA built 21 dams on the Tennessee River which controlled water flow and made an area of 40 000 square miles productive again. The building of hydro electric power stations provided cheap electricity. Flooding and soil erosion stopped and agriculture was regenerated.

People living in the countryside

- the Farm Credit Administration provided funds at low interest to farmers to help them pay off their debt and prevent evictions. 20% of farmers used FCA funds and farm debt was halved by 1939
- the Tennessee Valley Authority built hydro-electric power stations providing cheap electricity for this area. Industries such as light engineering moved into the area to take advantage of cheap power. New industries such as chemicals, paper mills, food processing plants and car factories provided employment opportunities
- a new 650 mile waterway linked the major river systems to give easy access to the area and promote tourism
- the Civilian Conservation Corps offered work to men aged between 18 and 25 in projects to plant trees to prevent soil erosion. More than 500 000 young men worked in these camps by 1935. They built more than 30 000 wild life shelters which benefited the countryside

- the Rural Electrification Administration gave farmers money to increase electricity supply. In 1930, only 10% of farmers had electricity supply. By 1939, with the help of government loans, 40% of farmers had electricity. This improved the quality of life of farmers
- farmers and sharecroppers in the Midwest experienced a severe drought between 1932 and 1936 and did not benefit from the New Deal. Over one million farmers and farm labourers in the Dust Bowl migrated west in search of land and work in the fruit-growing areas, especially California. Many were forced to take poorly-paid menial jobs and live in overcrowded camps. The Resettlement Administration gave money to 650 000 families but for many it was too little too late.

Any other valid point

Answers must address both guidelines to access Level 3 [9]

25

Section A

50

Section B

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

10 This question is about Anglo-Irish relations up to the outbreak of World War Two in September 1939.

(a) Below is a list of words linked with The Economic War:

Land Annuities	Sugar Beet	De Valera	1932	Duties
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Target AO1: Recall of knowledge.

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

- (i) Irish farmers were encouraged to grow this Sugar Beet
- (ii) Leader of the Irish Free State in 1932 De Valera
- (iii) Taxes placed by Britain on Irish exports Duties
- (iv) Year in which the Economic War began 1932
- (v) Worth £5 million a year to Britain Land Annuities [4]

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

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

Target AO1: Recall of Knowledge.

- No rewardable material [0]
- Valid reason identified but no development [1]
- Valid reason identified with some development [2]

Any **one** reason:

- 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 Éire 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, select and communicate their knowledge and understanding of history.

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe terms of the Agreement [2]

Apply above criteria to each reason

Any **two** terms:

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

Any other valid point [4]

- (c) (i) Why did **each** of the following respond differently to the outbreak of World War Two in 1939:

- Northern Ireland
- Éire?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons why each responded differently. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of why each responded differently. There may be omissions and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain why both Northern Ireland and Éire responded differently with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Northern Ireland

- Northern Ireland was part of United Kingdom and wanted to show its loyalty when war was declared
- Craigavon wanted to reassure Great Britain that it could rely on Northern Ireland
- Northern Ireland made some limited preparations in readiness for war.

Éire

- Éire chose to remain neutral
- neutrality would reinforce Éire's independence, while protecting the country from the ravages of war
- Éire believed that this was not her war.

Any other valid point

Answers must address both guidelines to access Level 3 [6]

- (ii) How did Northern Ireland and Great Britain respond to the threat of war between 1938 and the outbreak of the war in September 1939?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of how Northern Ireland or Great Britain responded to the threat of war. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of how Northern Ireland or Great Britain responded to the threat of war. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse how Northern Ireland or Great Britain responded to the threat of war. Answers will contain more accurate detail on the main responses. Spelling, punctuation and the rules of grammar are used consistent accuracy.

Indicative Content

Northern Ireland

- increased re-armament
- began production of anti-aircraft shells in 1938
- passed special legislation to prepare for war, e.g. Air Raid Precaution Act
- by August 1939, trenches had been dug and gas masks tested
- there was complacency, based on the belief that Northern Ireland was too far away to be targeted by air attack
- limited evacuation plans made.

Britain

- developed radar protection
- increased production of bombers, e.g. Lancasters
- reorganisation of the RAF
- continued to develop number of AA guns, searchlights, barrage balloons
- April 1939 conscription introduced in Britain.

Any other valid point

[9]

25

11 This question is about the effects of World War Two on Northern Ireland and Éire.

(a) Below is a list of words linked with the Battle of Britain:

Operation Sealion	RAF	Radar	Spitfire	“Britain’s Finest Hour”
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Target AO1: Recall of knowledge.

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

- | | | |
|---|--------------------------------|-----|
| (i) Slogan used by Churchill during the Battle of Britain | <u>“Britain’s Finest Hour”</u> | |
| (ii) Helped to spot enemy aircraft | Radar | |
| (iii) Hitler’s plan to invade Britain | Operation Sealion | |
| (iv) British fighter plane | Spitfire | |
| (iv) Britain’s air force | RAF | [4] |

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

(b) (i) Give **one** way in which the government of Éire helped Northern Ireland during the Belfast Blitz of 1941.

Target AO1: Recall of Knowledge.

No rewardable material [0]
Valid reason identified but no development [1]
Valid reason identified with some development [2]

Any **one** way:

- fire engines were sent to help
- a relief fund was established to send money
- relief centres established across the border
- officials from Stormont and Éire met to discuss ways of helping refugees.

Any other valid point [2]

(ii) Describe **one** way in which **each** of the following prepared to defend itself against invasion:

- Great Britain
- Northern Ireland.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe how Great Britain and Northern Ireland prepared to defend itself [2]

Apply above criteria to each reason

Any **two** ways:

Great Britain

- RAF was used to control the skies
- RAF won the Battle of Britain, which meant Britain was secure from invasion
- gas masks were issued to the civilian population
- the organisation of Air Raid Protection
- the Royal Navy began a blockade of the North Sea, and patrolled the Channel
- production of fighter aircraft increased
- Home Guard was formed.

Northern Ireland

- blackout orders introduced
- after August 1939 travel was restricted, trenches were dug and gas masks issued
- ARP organised and local defence forces were created
- July 1940 local evacuation plan was launched
- Anderson air raid shelters – only 15% of Belfast households had taken delivery of one
- Londonderry/Derry naval base played a vital role in the Battle of the Atlantic
- air bases contributed, e.g. Ballykelly, Castle Archdale were key flying boat bases.

Any other valid point

[4]

- (c) (i) Why were agriculture and industry in Northern Ireland important to the war effort?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons why Northern Ireland's agriculture and industry were important. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of why Northern Ireland's agriculture and industry were important. There may be omissions and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain why Northern Ireland's agriculture and industry were important with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Agriculture

- Northern Ireland provided a significant percentage of the food needs of the UK
- more ground was used for growing crops, e.g. the number of allotments rose from 2000 in 1939 to 8000 by 1945
- the Ministry of Agriculture became responsible for the purchase, distribution and sale of food locally
- Ulster supplied 20% of the UK requirement for eggs and exported £3m worth of sheep and cattle each year.

Industry

- Northern Ireland industry made an invaluable contribution to the war effort
- Harland and Wolff managed the Foyle Yard in Derry which acted as a repair base for Atlantic convoy escorts
- materials for D-Day were produced in Northern Ireland
- Stirling bombers and Sunderland flying boats were built
- 200 million metres of cloth for uniforms
- 75 million shells and 50 000 bayonets.

Any other valid point

[6]

(ii) How did World War Two affect the lives of people in Éire?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of how World War Two affected the lives of people in Éire. Spells, punctuates and uses the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of how World War Two affected the lives of people in Éire. Answers may lack development and balance with some omissions. Spells, punctuates and uses the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers will analyse how World War Two affected the lives of people in Éire. Answers will contain more accurate detail on the main responses. Spells, punctuates and uses the rules of grammar with consistent accuracy.

Indicative Content

- Éire government introduced the Emergency Powers Act on 3 September 1939
- over 100 000 Irish citizens worked in British munitions factories
- thousands of Éire volunteers joined the British army, navy and air force
- the IRA carried out bomb attacks in sympathy with Germany; IRA suspects were interned
- there was severe rationing in Éire of imported goods, e.g. tea, sugar
- with a fall in imported grain, farmers were encouraged to devote more of their land to tillage
- unable to import raw materials or fuel, many industries closed down
- there were isolated German air attacks on Dublin in 1941, killing 28 people
- there was an increase in cross-border smuggling between Éire and Northern Ireland.

Any other valid point

[9]

25

12 This question is about Post-War Social and Political Changes.

- (a) Below is a list of words linked to the establishment of the Welfare State:

Old Age Pensions	Family Allowance	Housing Trust	Unemployment Benefit	Aneurin Bevan
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Target AO1: Recall of knowledge.

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

- | | | |
|---|----------------------|-----|
| (i) Minister of Health in Britain when the NHS was introduced | <u>Aneurin Bevan</u> | |
| (ii) Benefits for families with children | Family Allowance | |
| (iii) Government payment for people out of work | Unemployment Benefit | |
| (iv) Benefits for people over 65 | Old Age Pensions | |
| (v) Organisation set up to provide housing | Housing Trust | [4] |

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

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

Target AO1: Recall of Knowledge.

No rewardable material [0]
Valid reason identified but no development [1]
Valid reason identified with some development [2]

Any **one** reason:

- 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** reasons why some people opposed the introduction of the Welfare State in 1945.

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

No rewardable material [0]

Able to identify an effect with no development [1]

Able to identify and describe why some people opposed the Welfare State [2]

Apply above criteria to each reason

Any **two** reasons:

- doctors feared a loss of professional independence and becoming more like civil servants
- some unionist politicians were concerned about the cost of the scheme
- some people associated the Welfare State with the Labour Party
- some unionist businessmen opposed the idea of nationalisation and its links with the Welfare State.

Any other valid point

[4]

- (c) (i) Why did the standard of living in Northern Ireland differ from Éire between 1945 and 1949?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons why the standard of living differed in Northern Ireland and Éire. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of why the standard of living differed in Northern Ireland and Éire. There may be omissions and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain why the standard of living differed in Northern Ireland and Éire with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- focus on the contrasts in standards between north and south, e.g. health, housing, education, welfare payments
- Northern Ireland had a National Health Service which Éire lacked
- Northern Ireland also benefited from the Welfare State which the people of Éire did not have
- Éire suffered a severe economic depression after the war. There was high unemployment. 24 000 people emigrated every year
- the severe winter of 1947 compounded the coal shortages which Éire suffered. In 1947 de Valera declared that the country was in a state of emergency
- building materials were in short supply so there was a housing shortage in Éire.

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 Éire
- Britain and Northern Ireland?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of how each changed relations. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of how relations were changed. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse how relations were changed. Answers will contain more accurate detail on the main responses. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Britain and Éire

- Britain accepted the Declaration of the Republic calmly as the last stage in removing Britain's links with Éire 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.

Britain and Northern Ireland

- in the Ireland Act, the British Labour Government gave firm support to the union of Northern Ireland and Great Britain. Unionists were happy with the guarantee
- a royal visit to Belfast in 1949 symbolised Northern Ireland's close ties with Great Britain
- Northern Ireland's nationalists felt isolated after 1949 as a disadvantaged group in a unionist-controlled state with little chance of achieving a united Ireland.

Any other valid point

Answers must address both guidelines to access Level 3 [9]

25

Option 5: Changing Relationships: Britain, Northern Ireland and Ireland, 1965–1985

13 This question is about Northern Ireland in the 1960s and its Relations with the Republic of Ireland.

(a) Below is a list of words linked with events in Northern Ireland in the 1960s:

Ian Paisley	Crossroads Election	Cardinal Conway	Five Point Programme	One Man One Vote
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Target AO1: Recall of knowledge.

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

- | | |
|---|----------------------------|
| (i) Attempt by O'Neill to gain more support in 1969 | <u>Crossroads Election</u> |
| (ii) Key demand of the Civil Rights campaign | One Man One Vote |
| (iii) Unionist leader | Ian Paisley |
| (iv) Catholic leader who met O'Neill | Cardinal Conway |
| (v) Set of reforms promised by O'Neill | Five Point Programme [4] |

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

(b) (i) Give **one** reason why O'Neill wanted to improve relations with Northern Ireland nationalists in the 1960s.

Target AO1: Recall of knowledge.

No rewardable material [0]
Valid reason identified, but no development [1]
Valid reason identified with some development [2]

Any **one** reason:

- 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

[2]

- (ii) Describe **two** actions taken by O'Neill to improve the economy of Northern Ireland in the 1960s.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe an action taken to improve the economy [2]

Apply above criteria to each action

Any **two** actions:

- he invested £900 million in the economy
- multinational firms such as Dupont, Grundig and ICI were attracted over to Northern Ireland. O'Neill offered investment grants and tax allowances to get them to set up in Northern Ireland
- a Ministry of Development was created in January 1965, to drive economic revival
- a new town 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

[4]

- (c) (i) Why did many unionists oppose the Civil Rights movement in Northern Ireland in the 1960s?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period included.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reason for the issue of event studied. Limited relevant details will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omissions and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain the issue or event studied, with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- a belief among many unionists that the civil rights movement was simply a front for the IRA
- working class unionists felt that civil rights stood for Catholic rights and the civil rights movement weren't interested in the problems of poor Protestants
- many unionists believed that the civil rights movement was pushing too hard too fast and wouldn't be satisfied until it got a united Ireland
- there was anger when civil rights marches – such as the CRA march in Derry/Londonderry in October 1968 – marched through Protestant areas
- many Protestants saw the civil rights movement as simply being intent on causing trouble – which seemed to be proved by the PD march in January 1969.

Any other valid point

[6]

- (ii) In what ways did the Northern Ireland Civil Rights Association and the People's Democracy try to gain civil rights for people in Northern Ireland in the 1960s?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- lists of demands made – such as “one man one vote”, fair housing allocation and an end to discrimination in the allocation of government jobs
- housing protest in Caledon Co. Tyrone, led by Nationalist MP Austin Currie in protest at one instance of unfair housing allocation by the Dungannon rural district council
- CRA march from Coalisland to Dungannon August 1968 to highlight the housing situation. It eventually passed off without incident
- CRA march in Derry/Londonderry October 1968. This was banned, but went ahead anyway, passing through some Protestant areas. All this led to clashes between the RUC and the marchers, with heavy-handed tactics being used by the police
- attempts to get publicity – the CRA march in Derry/Londonderry was captured by an RTE television crew
- PD march from Belfast to Derry/Londonderry January 1969. The PD ignored condemnation from the CRA and nationalist leaders, provoking unionists further by going through a number of Protestant areas
- CRA march in Newry, 1969
- representations to Minister for Home Affairs, William Craig, in an attempt to win civil rights.

Any other valid point

[9]

25

14 This question is about the Escalation of Political and Civil Unrest.

- (a) Below is a list of words linked with events during the period leading to Direct Rule:

Brian Faulkner	Provisional IRA	The Hunt Report	Secretary of State	Britain
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Target AO1: Recall of knowledge.

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

- | | | |
|--|---------------------------|-----|
| (i) British politician in charge of Northern Ireland under Direct Rule | <u>Secretary of State</u> | |
| (ii) Paramilitary group formed in 1970 | Provisional IRA | |
| (iii) Prime Minister of Northern Ireland In 1972 | Brian Faulkner | |
| (iv) Country which brought Direct Rule to Northern Ireland | Britain | |
| (v) Report on the police in Northern Ireland | Hunt Report | [4] |

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

- (b) (i) Give **one** reason why violence increased in Northern Ireland in the summer of 1969.

Target AO1: Recall of knowledge.

No rewardable material [0]
Valid reason identified, but no development [1]
Valid reason identified with some development [2]

Any **one** reason:

- thousands of families (mainly Catholic) put out of their homes in Belfast
- emergence of paramilitaries in Belfast – gunfire began to replace stones and petrol bombs there
- annual Apprentice Boys Parade in Derry/Londonderry was followed by serious violence
- the Battle of the Bogside took place. It lasted for 50 hours and was captured on television.

Any other valid point [2]

- (ii) Describe **two** ways in which nationalists responded to the events of Bloody Sunday in January 1972.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe a response [2]

Apply above criteria to each action

Any **two** ways:

- outpouring of grief and anger in nationalist areas. Rioting took place in some of these areas
- nationalist hostility to the state increased. The majority of nationalists believed the victims to be totally innocent
- recruitment and sympathy for the IRA increased
- the IRA stepped up their campaign of violence
- the British embassy in Dublin was burned down.

Any other valid point

[4]

- (c) (i) Why did unionists support the introduction of internment in August 1971?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period included.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons for the issue of event studied. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omissions and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain the issue or event studied, with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- the Special Powers Act of 1922 allowed them to bring in internment. It allowed them to arrest, interrogate and detain without trial anyone suspected of wanting to harm the state
- internment had worked in the past. Unionists believed it would work this time as well
- to stop the rise of the Provisional IRA, who were getting stronger and stronger in 1970 and 1971. Faulkner wanted a tougher response than the one the British government was providing
- the increase in violence. The death toll was double in 1970 what it had been in 1969
- to make arms searches easier – internees could provide vital information here
- the targeting by the IRA of Protestant businesses – unionists were angry at this
- the unionist government were anxious to show that they were in control of the situation in Northern Ireland. The British government was becoming increasingly convinced that they weren't in control.

Any other valid point.

[6]

- (ii) How did nationalist attitudes to the British Army change between 1969 and the introduction of internment in August 1971?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- August 1969, nationalists welcomed British troops at first. On the streets of Belfast, soldiers were welcomed with tea, cakes and buns and were seen as protectors of the nationalist part of the community
- however, increased violence followed emergence of the Provisional IRA and the army intended to crush the IRA
- Falls Road curfew July 1970 – lasted 34 hours while house-to-house arms searches were carried out. This almost certainly weakened the good relationship that had existed between the army and the nationalist part of the community
- internment was introduced August 1971. Operation Demetrius began on 9 August 1971. It targeted mostly nationalists. None of those arrested early on was a member of the Provisional IRA. Since the army helped to carry out internment, their reputation with nationalists suffered
- overall, the “honeymoon” period came to an end. Catholics began to lose patience with the intrusion of a military presence on their streets.

Any other valid point

[9]

25

15 This question is about The Search for a Solution.

(a) Below is a list of words linked with events in the search for a solution:

Dublin and Monaghan	Sinn Féin	The DUP	Gerry Fitt	Margaret Thatcher
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- | | | |
|---|---------------------|-----|
| (i) Leader of the SDLP at the time of the Power-Sharing Executive | <u>Gerry Fitt</u> | |
| (ii) Party led by Reverend Ian Paisley | The DUP | |
| (iii) Places bombed by loyalists in 1974 | Dublin and Monaghan | |
| (iv) British Prime Minister at the time of the Brighton bombing | Margaret Thatcher | |
| (v) Nationalist party which opposed the Anglo-Irish Agreement | Sinn Féin | [4] |

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

(b) (i) Give **one** reason why the Hunger Strikes took place in 1980 and 1981.

Target AO1: Recall of knowledge.

No rewardable material [0]
Valid result identified, but no development [1]
Valid result identified with some development [2]

Any **one** reason:

- to regain Special Category Status, which had allowed IRA prisoners to be treated as soldiers and not as criminals. This had been withdrawn by the British government in 1976
- failure of previous attempts to win back Special Category Status, e.g. Blanket and Dirty Protests
- need to win back sympathy of nationalist part of the community who were beginning to lose patience with their terror tactics, e.g. Peace People
- violence wasn't working – need to change tactics after successful intelligence and undercover work had weakened IRA late 1970s
- hunger strikes were a traditional and successful republican tactic.

Any other valid point [2]

(ii) Describe **two** effects of the Hunger Strikes of 1980 and 1981.

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

No rewardable material [0]

Able to identify an action with no development [1]

Able to identify and describe a response [2]

Apply above criteria to each action

Any **two** effects:

- the 1980 Hunger Strike failed to gain the concessions the strikers were looking for
- some concessions were won after the 1981 Hunger Strike, such as the right to wear their own clothes and an increase in prison visits. However, Special Category Status was not granted
- nationalists were angered at what they saw as the insensitive approach of the British government
- as a result of the Hunger Strike of 1981, Sinn Féin were launched into politics
- Sinn Féin's strategy came to be known as "the armalite in one hand and the ballot box in the other"
- nationalists showed their support for the hunger strikers' beliefs when Gerry Adams was elected MP for West Belfast in 1983
- Sinn Féin's vote in the 1983 elections increased significantly. Sinn Féin was campaigning for issues that had been supported by the hunger strikers
- support for the IRA grew. During this period, IRA and INLA violence was stepped up. In December 1982, an INLA bomb killed 17 people in Ballykelly, of whom 11 were soldiers
- no nationalists took part in the short-lived Assembly, from 1982 to 1986
- unionists were horrified at the support of nationalists for the hunger strikers. Unionists saw the hunger strikers as gunmen and murderers.

Any other valid point [4]

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

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period included.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Answers will be vague and general giving few reasons for the issue of event studied. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([3]–[4])

Answers will be more detailed with some explanation of the issue or event studied. There may be omissions and lack of focus on explanation. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([5]–[6])

Answers will explain the issue or event studied, with more accurate detail and analysis of the main reasons. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- unionists felt they had been abandoned by their own government
- unionists believed that this was a process that would lead to a united Ireland. An Intergovernmental Conference would take place involving both the British and Irish governments. This would deal with, e.g. security, legal and political matters within Northern Ireland
- unionists felt betrayed by Margaret Thatcher, whom they had believed to be on their side after the Hunger Strikes and New Ireland Forum
- unionists were angry that they hadn't been consulted – the meetings to draft the deal had taken place in secret – “Dublin Diktat”.

Any other valid point [6]

- (ii) In what ways did unionists react to power-sharing in Northern Ireland in 1973 and 1974?

Target AO2: Demonstrate their understanding of the past through explanation and analysis of key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the effects or consequences of the issue or event studied. Spelling, punctuation and the rules of grammar are used with limited accuracy.

Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. Answers may lack development and balance with some omissions. Spelling, punctuation and the rules of grammar are used with some accuracy.

Level 3 ([7]–[9])

Answers will analyse the main consequences or effects of the event or issue studied. Answers will contain more accurate detail on the main effects or consequences. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Brian Faulkner and his supporters supported power-sharing. Faulkner and some of his party took part in the Power-Sharing Executive
- there was some support from unionists for power-sharing in the Assembly elections of 1973
- Anti-Power-Sharing unionists (as the UUUC) contested the first Assembly
- they disrupted the Power-Sharing Assembly and criticised the Power-Sharing Executive
- they contested the 1974 General Election – and won 11 out of the 12 seats
- UWC strike, May 1974. Brought most of Northern Ireland to a standstill after one week. Industries had to close down, there were regular electricity blackouts, fuel supplies were strictly controlled. Hundreds of road blocks took place. Eventually the UWC ordered a total shutdown when the army was ordered to take over fuel supplies
- Loyalist bombs in Dublin and Monaghan.

Any other valid point [9]

Section B

Total

25

50

100