



**General Certificate of Secondary Education  
2013**

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## **History**

**Unit 1: Studies in Depth**

**Higher Tier**

**[GHY12]**

**MONDAY 3 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

### **Introduction**

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

### **The Purpose of Mark Schemes**

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

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

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

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

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

**Section A****Option 1: Germany, 1918–1941****1 This question is about the Aftermath of World War One and the Weimar Republic.**

- (a) Give **two** ways in which the Weimar governments were threatened by violent opposition between 1919 and 1923.

**Target AO1:** Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** ways:

- the Spartacist Rising of January 1919
- the Kapp Putsch of March 1920
- the Red Rising of 1920
- political assassinations, e.g. Walter Rathenau
- Munich Putsch of 1923.

Any other valid point

[2]

- (b) In what ways did the Weimar Constitution affect how Germany was governed after 1919?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 [1]**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- Germany became a democracy
- the Head of State was the President, elected every seven years by the German people
- the President appointed the Chancellor, usually the leader of the largest party in the Reichstag
- elections to the Reichstag were held every four years using a system of proportional representation
- this was a very democratic system, giving all parties the chance to win seats in the Reichstag. However, it did mean that governments were usually coalitions – made up of a number of parties
- Article 48 – allowed the President to rule by decree in an emergency.

Any other valid point [5]

(c) How did the Nazis win support in Germany between 1929 and 1933?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- under the direction of Joseph Goebbels, they used a wide variety of propaganda to get their message across, such as posters and newspapers
- the Nazis promised to abolish the Treaty of Versailles, end unemployment and make Germany great again
- they carried out the “Hitler over Germany” 1932 election 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
- they told different groups of people exactly what they wanted to hear, e.g. business leaders were won over by the Nazis’ hatred of communists
- they contested elections and won more seats than other parties in the 1932 elections

- Hitler refused the position of Vice-Chancellor to concentrate on becoming Chancellor.

Any other valid point [6]

**(d)** Explain why Germany suffered from economic problems between 1919 and 1930. In your answer refer to the bullet points and use other relevant knowledge.

- Impact of World War One and hyperinflation, 1919–1923
- Impact of foreign loans and the Wall Street Crash on Germany, 1924–1930.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

### **Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

### **Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

### **Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines and other knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

### **Indicative Content**

Impact of World War One and hyperinflation, 1919–1923

- World War One had placed a great strain on the German economy. The country was in debt, there was unemployment and food shortages
- the Treaty of Versailles, signed at the Paris Peace Conference after World War One, demanded that Germany pay £6,600 million in reparations to pay for war damage
- Germany also lost 10% of its land which contained 16% of its coalfields and half its iron and steel industry
- when Germany did not pay its second instalment of reparations, French and Belgian troops invaded the Ruhr to take what they were owed in goods

- the Weimar government ordered passive resistance and started printing money to pay the striking workers. This eventually led to hyperinflation
- many people, especially the middle classes, lost savings
- those on fixed pensions suffered as the money they received did not increase
- people with loans benefited as they could pay them off easily
- many people bartered goods rather than using money
- people were often paid twice daily.

Impact of foreign loans and the Wall Street Crash on Germany, 1924–1930

- in 1924 Gustav Stresemann negotiated the Dawes Plan with the USA. This meant that American banks and businesses would lend money to and invest in German businesses
- the German economy had become very reliant on American money as a result of the Dawes Plan. Stresemann had described them as “Dancing on a volcano”
- the Stock Market in the USA crashed in October 1929 leading to the collapse of many US banks and businesses
- the Wall Street Crash led to the withdrawal of US loans to Germany and demands for repayments
- this led to an economic depression in the country where businesses closed, unemployment grew and banks collapsed
- the Weimar politicians could not agree on how to deal with the situation and so the problem got worse and worse
- unemployment soared and this led to homelessness, starvation and desperation.

Any other valid point

**Candidates must address both guidelines to access Level 3 [12]**

25

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

- (a) Give **two** reasons why the Nazis wanted to control the lives of young people between 1933 and 1939.

**Target AO1:** Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** reasons:

- young people were the future mothers and soldiers of Germany
- Hitler wanted to ensure they grew up as good Nazis
- young people were easier to indoctrinate than adults.

Any other valid point

[2]

- (b) In what ways did the lives of women in Germany change between 1933 and 1939?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 [1]**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

**Indicative Content**

- professional women had to give up their jobs
- incentives were offered to encourage women to have as many children as possible, e.g. the Motherhood Cross
- women were discouraged from dieting and smoking as these may have interfered with childbirth
- Lebensborn were established so that single women could become pregnant
- women were encouraged to dress traditionally and go without make-up.

Any other valid point

[5]

- (c) How did the Nazis consolidate their political power in Germany between January 1933 and August 1934?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- the Law for the Protection of People and State was passed. This gave emergency powers to have anyone suspected of plotting against the government arrested and imprisoned without trial
- the Enabling Law allowed Hitler to pass laws without consulting the Reichstag or President for four years
- a One-party State was established in July 1933
- in the Night of the Long Knives in June 1934 Ernst Röhm and around 200 other members of the SA were killed
- the army swore an oath of loyalty to Hitler
- Hitler gave himself the title of Führer, combining the roles of Chancellor and President.

Any other valid point

[6]

- (d) Explain how the Nazis tried to control the lives of Jews and workers in Germany between 1933 and 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Laws and actions towards Jews
- Policies and actions towards workers.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines and other knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

## Laws and actions towards Jews

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

## Policies and actions towards workers

- professional women and Jews were sacked from their jobs but were not included on the unemployment register. Their jobs could be taken by German men
- RAD was established and was compulsory for all men aged 18–25. They had to carry out work for the government such as road building and tree planting for a very small amount of money
- conscription was introduced
- new jobs were created in factories making weapons
- trade unions were abolished and replaced with the DAF

- workers had to work longer hours and were not allowed to leave their jobs without permission. Wages were fixed by the government, as were prices and rents
  - incentives were offered to workers through Strength Through Joy (KDF) programme, e.g. cheap holidays.
- Any other valid point

**Candidates must refer to both guidelines to access Level 3 [12]**

25

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

**(a)** Give **two** aims of Nazi foreign policy.

**Target AO1:** Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** aims:

- gain Lebensraum
- reunite all German speaking people
- restore Germany's military strength
- destroy the Treaty of Versailles.

Any other valid point

[2]

**(b)** How did relations between Germany and the USSR change between 1939 and 1941?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 [1]**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and uses the rules of grammar are used with consistent accuracy.

**Indicative Content**

- Hitler hated the communist USSR. He also wanted land in Poland but was afraid of having to fight a war on two fronts as Britain had promised to help Poland and the USSR also wanted Polish territory
- Germany therefore signed the Nazi-Soviet Pact with the USSR. The two countries agreed not to go to war with each other for 10 years and they would divide Poland up between them
- the Nazis invaded Poland on 1 September 1939 and with the USSR's help the country was quickly defeated
- Hitler had always intended to invade the USSR for Lebensraum

- in June 1941 they decided the time was right to invade the USSR through Operation Barbarossa when over 4.5 million troops crossed over the border.

Any other valid point [5]

- (c) How were the Nazis able to gain control of the Sudetenland and the rest of Czechoslovakia by 1939?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- the Sudeten Nazis under their leader, Henlein, stirred up trouble and claimed that the Czechs were mistreating the Germans living there
- Hitler stated that he would declare war if the areas of the Sudetenland that were more than 50% German were not given to Germany
- Chamberlain, the British Prime Minister, flew to Germany to meet Hitler. Hitler then raised his claim to all of the Sudetenland and there were worries that war would break out after all. During 1938, Chamberlain met with Hitler three times
- however, Britain was following a policy of appeasement at this time. 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
- Czechoslovakia was not consulted over this. This was known as the Munich Agreement
- taking the Sudetenland had removed all of Czechoslovakia's defences, making it easier to take over
- Hitler took over Bohemia, Moravia and later Slovakia in March 1939 – the first time he had taken non-German land
- Britain and France did nothing to stop Hitler even though he had broken the Munich Agreement.

Any other valid point [6]

(d) Explain how Germany broke the terms of the Treaty of Versailles between 1933 and 1938. In your answer refer to the bullet points and use other relevant knowledge.

- Rearmament, 1933–1936
- Anschluss with Austria.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

### **Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

### **Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

### **Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines and other knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

#### Indicative Content

##### Rearmament, 1933–1936

- Germany left the League of Nations and Disarmament Conference in 1933
- announced conscription in 1935 and brought numbers in the 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 soldiers and 22 000 police into the Rhineland in 1936
- announced Four Year Plan in 1936 which aimed to prepare Germany to fight a major war by 1940.

### Anschluss with Austria

- in 1934 Austrian Nazis assassinated the Austrian Chancellor, Dollfus. Hitler considered taking over Austria at this point but the Italian leader, Mussolini, felt threatened. He moved troops to the border with Austria and Hitler changed his plans as he felt the German army was not strong enough to fight Italy
- by 1938 Germany and Italy were allies and the German army had grown
- Austrian Nazis began to put pressure on the government to join Austria and Germany together
- Hitler forced Schuschnigg, the Austrian Chancellor, to appoint the Austrian Nazi leader, Seyss-Inquart as Minister of the Interior
- Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and Schuschnigg was forced to resign
- Seyss-Inquart became the new Austrian Chancellor and invited the German troops into the country to restore order
- the Anschluss was confirmed with a plebiscite in which 97.5% of the Austrian people voted in favour.

Any other valid point

**Candidates must refer to both guidelines to access Level 3 [12]**

25

**Option 2: Russia c1916–1941****4 This question is about the end of Tsarism and the 1917 Revolutions.**

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

**Target AO1:** Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** reasons:

- the German army was better organised and equipped
- there were shortages of artillery, ammunition, boots and medical equipment in the Russian Army
- the quality of military leadership was poor
- most of the experienced officers and soldiers were killed in the first year of the war
- the Russian Army suffered a high casualty rate
- army morale declined, with a rising rate of desertion by 1916
- Nicholas II became Commander-in-Chief in 1915 but he was indecisive and lacked leadership skills.

Any other valid point

[2]

- (b) How did World War One affect the lives of workers and peasants in Russia by February 1917?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 [1]**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- World War One had a negative effect on the lives of workers. 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. Wages failed to keep up with inflation which was 400% by the end of 1916. Inflation also wiped out savings of the middle class
- there was a shortage of food and fuel, especially in Petrograd and Moscow as meat prices increased by 300%. By the end of 1916 there was only one-half of the food and one-third of the fuel requirements in these cities
- by early 1917 many factories were forced to close due to shortages of coal, largely due to a breakdown in the transport system. Thousands were unemployed, cold and hungry
- 13 million men, mainly peasants, were conscripted into the army. Most of the eight million casualties (killed, wounded or taken prisoner) were peasants. Morale decreased and desertion rates increased. The Russian Army was termed “peasants in uniform”
- horses which were essential for farm work were seized. Women and the old were left to do the farm work. A shortage of farm labourers led to a decrease in production. Inflation increased and peasants hoarded food. By the end of 1916 grain-growing areas had a glut of wheat while bread queues were common in cities, especially Moscow and Petrograd.

Any other valid point

[5]

- (c) How did Tsar Nicholas II and Tsarina Alexandra become unpopular in Russia by February 1917?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- in 1915 Tsar Nicholas II became Commander-in-Chief of the army and took full responsibility for the performance of the Russian Army. The Tsar was an indecisive military commander and the Russian army continued to suffer setbacks, e.g. the Brusilov Offensive in 1916
- Nicholas II left control of the government to Tsarina Alexandra. This had a negative effect as Alexandra displayed little political skill. Alexandra was rigid in enforcing autocracy and refused to cooperate with the Duma
- she sacked 36 government ministers between 1915 and 1916. This “ministerial leapfrogging” destabilised the government
- the growing influence of Rasputin, a disreputable monk, damaged Alexandra’s reputation. Alexandra’s rule alienated the nobility who resented being sidelined as the Tsar’s main advisers by Rasputin
- Alexandra was distrusted because she was German and was accused by some of being a spy and damaging Russia’s war effort
- the Petrograd army garrison refused to crush unrest in Petrograd in February 1917 and the generals refused to help Nicholas to recover his throne.

Any other valid point [6]

(d) Explain why the Bolsheviks gained control of Russia by October 1917. In your answer refer to the bullet points and use other relevant knowledge.

- Weaknesses and actions of the Provisional Government
- Policies and actions of Lenin and Trotsky.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines and other knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

## Weaknesses and actions of the Provisional Government

- the Provisional Government was not elected. It lacked legitimacy, experience and authority. It was a caretaker government until elections for a Constituent Assembly were held. It had no programme for government
- the structure of the Provisional Government, based on the system of Dual Authority, was a key weakness. The Petrograd Soviet retained the loyalty of the workers and soldiers in Order No 1
- the decision to continue Russia's involvement in World War One was unpopular. Problems with supplies of weapons and food increased and the June Offensive failed. The number of deserters increased and there was a breakdown in army discipline
- the delay in introducing land reform led to the loss of support from the peasants. The middle-class Provisional Government wanted to delay land reform until a Constituent Assembly was elected. It had concerns about issues of legality and compensation. By autumn 1917 disorder in the countryside increased, as returning soldiers seized land and killed over 2000 landlords and their agents
- the Provisional Government disbanded the Okhrana (the Tsarist secret police). This made it easier for the Bolsheviks to organise and undermine the Provisional Government
- the Kornilov Revolt was an important event in gaining support for the Bolsheviks. Kerensky feared that Kornilov, the Commander-in-Chief of the Russian army, wanted to overthrow the Provisional Government. Kerensky released and gave weapons to the Bolshevik Red Guard to defend Petrograd. The Kornilov Revolt failed and the Bolsheviks, now armed, claimed credit for saving Petrograd.

## Policies and actions of Lenin and Trotsky

- Lenin returned to Petrograd in April 1917. He ordered the Bolsheviks not to cooperate with the Provisional Government. The April Theses called for "Peace, Bread and Land" and "All Power to the Soviets". This won support for the Bolsheviks. It appealed to workers and peasants who were disillusioned by the policies of the Provisional Government
- the Bolsheviks were the only revolutionary group to consistently oppose the Provisional Government. The other revolutionary groups, the Mensheviks and SRs were compromised by their support for the war and cooperation with the Provisional Government

- the July Days failed but the Bolsheviks exploited the Kornilov Revolt to win control of the Petrograd Soviet in September 1917. The Soviet was the vehicle used by the Bolsheviks to seize power
- in September and October, Lenin, in exile in Finland, called for the overthrow of the Provisional Government. Lenin persuaded a reluctant Bolshevik leadership to support an immediate overthrow of the Provisional Government before a meeting of the All Russian Council of Soviets in late October and elections to the Constitutional Assembly in November. Lenin knew that the Bolsheviks would not have overall control of either and needed to act immediately. Lenin threatened to resign but his plans were accepted
- Trotsky led the Military Revolutionary Committee which organised and planned the take-over of key buildings and places of strategic importance in Petrograd. The Provisional Government put up little resistance.

Any other valid point

**Candidates must refer to both guidelines to access Level 3** [12]

25

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

**(a)** Give **two** weaknesses of the White Army in the Russian Civil War.

**Target AO1:** Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** weaknesses:

- the White Army was divided and consisted of an uncoordinated collection of groups with very different aims
- the White Army had no central command structure and their leadership was divided and weak
- they controlled the outlying areas which were sparsely populated
- the White Army comprised only  $\frac{1}{3}$  million men
- there were few factories making weapons in the areas controlled by the White Army
- the White Army treated the peasants and workers very harshly in the areas they controlled.

Any other valid point [2]

**(b)** What actions did the Bolsheviks take to win the Civil War?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1])**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- Trotsky was a ruthless and effective military leader. He turned the inexperienced Red Army into a disciplined, well-led and effective fighting force
- he forced 22 000 former Tsarist officers to provide leadership and used the Cheka to shoot all deserters. He visited the troops at the front in a special train and made rousing speeches

- the Red Army occupied the most-industrially developed central area. The Bolsheviks controlled industry through War Communism to ensure that the Red Army had access to weapons and war supplies unavailable to the Whites. Factory workers had to work long hours to ensure that weapons and equipment were sent to the Red Army
- Lenin gave the Bolsheviks committed leadership in achieving their key aim of preserving the Bolshevik Revolution and extending its control. He ensured that the Red Army was equipped to fight
- War Communism ensured that agriculture in the Bolshevik-controlled areas was geared to supply the Red Army. The Cheka seized grain from the peasants. Peasant resistance led to a severe famine, resulting in more than five million deaths
- the Red Army increased to five million due to forced conscription. The Cheka organised the Red Terror. Anyone critical of the Bolsheviks was considered a counter revolutionary. Over 20 000 opponents were shot by Cheka squads, including Tsar Nicholas II and his family in July 1918. Lenin called for “mass terror against counter revolutionaries”
- the Bolsheviks used propoganda to portray the Red Army as patriots fighting to save Russia from foreign control. The Whites were portrayed as “puppets of the West”.

Any other valid point

[5]

- (c) How did the Bolsheviks keep control over Russia from the October Revolution in 1917 until the outbreak of the Civil War in 1918?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

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

Any other valid point

[6]

(d) Explain how economic policy in Russia changed between 1918 and 1924. In your answer refer to the bullet points and use other relevant knowledge.

- War Communism
- New Economic Policy (NEP).

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines and other knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

## War Communism

- War Communism increased state control over the economy to ensure that the economy was geared to help the Red Army to win the civil war. Factories were taken over by the state. The Veshenka (Supreme Council of National Economy), decided what each factory should produce
- it imposed severe discipline on workers. Managers were put in charge and harsh penalties were imposed for absenteeism and lateness
- rampant inflation and food shortages led to bartering in order to survive
- requisition squads terrorised peasants to provide food for the army and industrial workers. Five million died in a terrible famine in 1920–1921. By 1921 the Civil War was won and War Communism was very unpopular with workers, soldiers and peasants
- the growing unpopularity of War Communism forced Lenin to abandon War Communism in March 1921 and introduce the New Economic Policy.

## New Economic Policy (NEP)

- the NEP relaxed state control over industry. Lenin called this compromise “One step back in order to take two steps forward”. This compromise meant accepting capitalist elements in the economy
- large industries and banks, the “Commanding Heights”, were retained by the state. All factories employing fewer than ten people were given back to their owners
- a new currency, the new rouble, was created and private trade was legalised. Private markets selling consumer goods, e.g. clothes and shoes were set up. A new class of private trader called Nepmen emerged. They made large profits and were resented by many Bolsheviks

- most workers continued to work in state-controlled factories and industries. Piecework and incentives allowed workers to improve their standard of living. Workers benefited from the end of the Civil War and increased agricultural production
- industrial production increased, e.g. coal production doubled from nine million to 18 million tons between 1922 and 1925
- the NEP ended the forced seizure of food. Peasants only had to give part of their crops to the state and were allowed to 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. This led to the “Scissors Crisis” in 1923 when peasants were unable to afford the inflated price of manufactured goods. Increased industrial production led to a fall in prices and ended this crisis.

Any other valid point

**Candidates must refer to both guidelines to access Level 3 [12]**

25

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

- (a)** Give **two** reasons why Trotsky failed to become leader of the USSR after the death of Lenin.

**Target AO1:** Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** reasons:

- Trotsky was seen as arrogant and aloof and lacked political skills
- his failure to attend Lenin's funeral was criticised within the party
- Stalin, the General Secretary, used his position to build up a power base by controlling all appointments in the party
- Stalin used the debate over Permanent Revolution and Socialism in One Country to isolate Trotsky within the Politburo
- Stalin used Kamenev and Zinoviev to remove Trotsky from his position as head of the army in 1925.

Any other valid point

[2]

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

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 [1]**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

**Indicative Content**

- before August 1939 the USSR feared a German invasion. Hitler hated communism and one of his main foreign policy aims was lebensraum or expansion eastwards. Stalin was disillusioned with the policy of appeasement followed by Britain and France towards Germany. He was also annoyed that the West had excluded the USSR from the Munich Conference

- the Nazi-Soviet Pact, August 1939, secured peace between the USSR and Germany for ten years. The Pact contained a secret clause to give East Poland to the USSR. Germany also allowed the USSR to recover all land in the east lost at Brest-Litovsk, e.g. Finland and the Baltic States
- Stalin was lulled into a false sense of security. In June 1941 Hitler broke the Nazi-Soviet Pact in Operation Barbarossa. The German army invaded the USSR on three fronts. The Russian army had been weakened by Stalin's purges of its leaders in 1938–1939.

Any other valid point [5]

- (c) How did the Five Year Plans affect the lives of workers in the USSR between 1928 and 1941?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- the Five Year Plans set high targets for all industries in order to drive up production. A large increase in the number of workers was needed to achieve these targets. By 1941 the USSR became an urban industrialised society with 38% of the population working class
- new cities and industries were developed in remote areas of Russia, e.g. Magnitorgsk and Gorki. Thousands of workers were sent to these remote areas
- the Third Five Year Plan focused on arms production to meet the threat from Germany. By 1941, the USSR was at war and the number of workers employed in armaments industry increased
- awards and honours were given to encourage increased production. The model worker was the coal miner Alexei Stakhanov. Workers who exceeded targets received better housing and holidays

- the standard of living of most workers, especially housing remained poor. The planned increase in the production of consumer goods, e.g. shoes and clothes in the Second and Third Five Year Plans, was abandoned as resources were diverted to the war effort.

Any other valid point [6]

(d) Explain how Collectivisation affected the USSR by 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Impact on the lives of peasants and Kulaks
- Impact on agriculture.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

### Level 1 ([1]–[4])

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

### Level 2 ([5]–[8])

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

### Level 3 ([9]–[12])

Answers will provide a full explanation and analysis of the question. The guidelines and other knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

### Indicative Content

Impact on the lives of peasants and Kulaks

- Collectivisation created turmoil in the countryside. There was a high human cost as Kulaks resisted enforced collectivisation. Kulaks killed livestock and refused to plant crops and fought those sent to carry out collectivisation. Over 2.5 million Kulaks were killed or sent to labour camps in 1931
- Stalin used terror to crush the Kulak resistance. In the Ukraine up to five million died in the famine between 1932 and 1934, caused largely by government policies

- over 90% of peasant households were collectivised by 1939. Collective farms were inefficient with apathy and lack of enthusiasm for life on a collective farm. Peasants lacked any incentive to increase production as they did not share in any profits made by the collective farm
- each peasant had a private plot. It was the only way for peasants to earn something for themselves. These were much more productive and provided over 50% of Russian meat and vegetables
- large numbers of peasants left the countryside to become industrial workers in the new industrial centres created under the Five Year Plans.

#### Impact on agriculture

- individual farms were taken from the peasants and turned into state owned collective farms called kolkhozy, each comprising 50 to 100 households. 99% of farms were collectivised by 1939
- kolkhozy were run by state officials. Peasants were only able to keep a small private plot and some animals. Motor Tractor Stations were set up to organise the supply of machinery and seeds and collect quotas of grain. These regulated wages and the amount of food that each farmer could keep
- the impact on agriculture was disastrous. Grain production fell from 73 million tons in 1928 to 68 million tons in 1934. Cattle numbers fell from 70 million in 1928 to 42 million in 1934. Between 1929 and 1933,  $\frac{2}{3}$  of all sheep and goats and  $\frac{1}{2}$  of all horses, vital for agricultural work, were killed
- agricultural production remained low and did not reach 1928 levels until World War Two
- state procurement of grain did increase allowing the USSR to feed the growing industrial workforce and buy equipment abroad.

Any other valid point

**Candidates must refer to both guidelines to access Level 3 [12]**

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) Give **two** ways in which immigrants in the USA faced hostility in the 1920s.

**Target AO1:** Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** ways:

- the Sacco and Vanzetti Case showed intolerance towards immigrants as two Italian immigrants were executed on very flimsy evidence in a famous miscarriage of justice
- some immigrants in the Southern States faced violence from the Ku Klux Klan, an organisation with five million members in the 1920s which hated all foreigners
- most immigrants worked in unskilled jobs such as servants and the construction industry. Most immigrants experienced low wages, poor living standards and lived in ghettos in the cities.

Any other valid point

[2]

- (b) How did the lives of women and young people in the USA change during the 1920s?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 [1]**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- women in the USA were given the vote in 1920. This gave them more political power and influence
- more women worked full-time in office work and in the new consumer goods industries, e.g. radio. By 1929, over 10 million women were in paid employment
- the Flappers emerged in the 1920s. They were young fashionable middle class women whose lifestyle was influenced by jazz and the cinema. They wore lipstick, smoked in public, wore short clothes and some had sex before marriage. They imitated the lifestyles of the film stars
- many young people liked jazz music and dances such as the Charleston. Jazz was often performed in illegal bars called speakeasies where illegal alcohol was sold.

Any other valid point

[5]

(c) How was the law on Prohibition broken in the USA during the 1920s?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- only 2300 Prohibition agents were employed to enforce Prohibition. They were badly paid and the area they had to patrol was too large. Many were threatened and one in twelve was sacked for accepting bribes
- ways were found to get illegal alcohol. Moonshine or home-made alcohol of variable quality was widely made using illegal stills in people's homes. In 1930, over 280 000 illegal stills were seized
- speakeasies or illegal bars were set up. There were 20 000 speakeasies in New York in 1930
- bootlegging or smuggling alcohol from Canada or on ships called rum runners from the West Indies was widespread and profitable

- the Mafia, led by Al Capone, controlled bootlegging or the illegal import of alcohol from Canada and the West Indies
- corruption and violence increased as police and prohibition agents accepted bribes. Many politicians and judges were in the pay of the Mafia. Violence increased, e.g. the Mafia was responsible for 400 deaths, especially the St Valentine's Day Massacre in Chicago in 1929.

Any other valid point

[6]

(d) Explain how the USA's policies towards Europe changed between 1918 and 1929. In your answer refer to the bullet points and other relevant knowledge.

- Involvement in World War One and Isolationism
- Involvement of the USA in Europe, 1924 to 1929.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

#### **Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

#### **Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines and other knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

#### Indicative Content

##### Involvement in World War One and Isolationism

- from January 1918 to November 1918 the USA played a key role in the defeat of Germany in World War One. The USA supplied weapons, 1.7 million soldiers and lent Britain and France \$10 billion
- Wilson wanted the USA to continue to play an active role in world events. Wilson's 14 Points became the basis of the Paris Peace Settlement. Wilson also set up the League of Nations to help prevent future wars

- in 1920 the Republicans gained control of Congress and Warren Harding was elected President. His policy was a Return to Normalcy or Isolationism. As a result the USA Senate rejected the Paris Peace Settlement and did not join the League of Nations in 1920
- the American government imposed a series of quotas or strict limits on the number of immigrants allowed into the USA. The Immigration Quota Acts in 1921, 1924 and 1929 placed strict restrictions on the number of immigrants coming to the USA
- the USA placed tariffs or taxes on imports from abroad to protect USA industry. The Fordney-McCumber Laws placed high taxes on 28 goods coming into the USA and slowed down world trade.

Involvement of the USA in Europe, 1924 to 1929

- in 1924 the USA was forced to help Germany and restore economic stability in Europe. Under the Dawes Plan, 1924, the USA gave a \$2 billion loan to Germany to help it recover after the hyperinflation crisis and pay reparations. American banks gave loans to fund Germany's economic recovery in the late 1920s
- in 1928 the USA signed the Kellogg-Briand Pact which rejected war as a way of settling disputes between countries. However, this agreement did not commit the USA to become involved in overseas wars
- the issue of German reparations remained a problem in the 1920s. American businessmen and banks wanted a stable Weimar Germany. In 1929, the American Owen Young produced the Young Plan. This significantly reduced Germany's reparations to £1,800 million and the German government was given longer to pay it.

Any other valid point

**Candidates must address both guidelines to access Level 3 [12]**

25

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

**(a)** Give **two** reasons for the Wall Street Crash in October 1929.

**Target AO1:** Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** reasons:

- more people began to speculate or invest in companies for short-term profit
- there was little regulation of the Stock Exchange
- a share-buying craze began in 1927 and by 1929 over one million Americans became share speculators
- speculators bought shares “on the margin” with borrowed money
- banks contributed to the Wall Street Crash by putting pressure on speculators.

Any other valid point [2]

**(b)** How did some groups in the USA fail to share in the economic prosperity of the 1920s?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 [1]**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- wealth was unequally divided. Problems of overproduction affected agriculture. Tariffs and overproduction led to excess food production and a fall in prices. Farmers were a key group who did not share in the economic boom. Between 1919 and 1929 farm income fell from \$22 billion to \$13 billion. Over three million farming families earned less than \$1000 per year
- farmers borrowed from banks to buy machinery to increase production. However, food prices continued to fall, farm debt increased to \$2 billion by 1929 and the number of evictions increased
- thousands of farm labourers lost their jobs because of mechanisation. 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 textile industry. Wages for textile workers declined, e.g. 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 unskilled 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

[5]

- (c) How were agriculture and the lives of farmers affected by the Great Depression?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- the problems of overproduction and fall in prices increased during the Great Depression. Grain and meat prices continued to fall; the price of wheat decreased from 103c per ton in 1929 to 38c per ton in 1933
- many farmers had borrowed heavily from banks in order to purchase new machinery. By 1932 over 40% of all farms were mortgaged to banks due to debt. Thousands of farmers were evicted because they could not repay loans to banks
- black sharecroppers and farm labourers lost their jobs. Many experienced severe hunger. At the same time farmers were forced to destroy crops because it was too expensive to harvest them. Poverty existed in the midst of plenty in the USA during the Great Depression
- in the Mid West, the Dust Bowl caused by drought and over cropped soil, led to dust storms ruining millions of acres of previously fertile land. Thousands of farmers were ruined and many from Oklahoma and Arkansas migrated to California in search of a new life as farm labourers. The experiences of the Joad family in John Steinbeck's novel *The Grapes of Wrath* illustrate the hardships suffered by these migrants.

Any other valid point

[6]

(d) Explain how President Hoover tried to deal with the effects of the Great Depression on industry in the USA. In your answer refer to the bullet points and use other relevant knowledge.

- Rugged Individualism and Laissez-faire
- Actions taken by President Hoover to deal with the effects of the Great Depression on industry.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines and other knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

## Rugged Individualism and Laissez-faire

- Hoover believed in “Rugged Individualism”. Americans could only succeed by their own efforts and not receive help from the federal government. Hoover was a self made millionaire. “Rugged Individualism” was the American way
- Hoover believed that “prosperity was just around the corner”. The belief in “Rugged Individualism” made it difficult for Hoover to appreciate the severity of the Great Depression that was triggered by the Wall Street Crash
- Hoover was a Republican President and a core economic belief of the Republican Party was Laissez-faire. This meant very limited federal government interference in the economy
- President Coolidge in the 1920s stated that “the business of America is business”. Hoover did not want to regulate industry by imposing laws about wages or working conditions
- Republican politicians imposed low taxes on businesses. Businessmen should make profit and create jobs which would benefit all Americans.

## Actions taken by President Hoover to deal with the effects of the Great Depression on industry

- before 1931, Hoover did little to deal with poverty and unemployment. He relied on Voluntarism: employers were encouraged not to sack workers or reduce wages. However, unemployment increased from 1.5 million in 1929 to 14 million in 1932
- in 1931 Hoover spent \$423 million on a building programme that provided jobs, e.g. the Hoover Dam Project on the Colorado River. This scheme made little impact in reducing unemployment
- in 1932 Hoover reversed his *laissez-faire* policy and in 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
- Hawley-Smoot Act 1930 – increased tariffs to try to protect US industry
- Hoover cut taxes by \$130m to try to stimulate industry.

Any other valid point

**Candidates must address both guidelines to access Level 3 [12]**

25

**9 This question is about Roosevelt and the New Deal.**

- (a) Give **two** ways in which the National Recovery Administration (NRA) affected the rights of workers in the USA.

**Target AO1:** Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** ways:

- the NRA codes established a minimum wage and banned child labour
- the Wagner Act of 1935 legalised trade unions and gave them rights to negotiate wages and conditions with employers
- the Social Security Act of 1935 established unemployment benefit and retirement pensions funded by a tax on employers
- the federal government took greater responsibility for meeting the needs of vulnerable groups in society
- the Fair Labour Standards Act of 1938 set minimum wage levels and maximum hours of work.

Any other valid point [2]

- (b) How did the Tennessee Valley Authority (TVA) achieve its aims by 1939?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 [1]**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- the Tennessee Valley Authority aimed to revive agriculture and industry throughout the entire Tennessee Valley area
- the Tennessee Valley Authority helped farmers affected by soil erosion and flooding in a vast area across seven states. 33 dams on the Tennessee River controlled water flow and made farmland in this area of 40 000 square miles productive again
- the building of hydro-electric power stations provided cheap electricity for this area
- thousands of jobs were created for unemployed sharecroppers as industries such as light engineering moved into the area to take advantage of cheap power
- a new 650 mile waterway linked the major river systems to give easy access to the area and promote tourism.

Any other valid point

[5]

- (c) How did the Works Progress Administration (WPA) and the Public Works Administration (PWA) deal with the problem of unemployment in the USA between 1933 and 1939?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include some detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- industry was central to the American economy. 14 million were unemployed in 1933 and industrial production had fallen by 50%. Roosevelt had promised that reducing unemployment was a central aim of the New Deal
- the Public Works Administration was a key agency providing work schemes for skilled workers, e.g. electricians and engineers. It was led by Harold Ickes and spent \$7 billion on public work schemes between 1933 and 1939. It built 70% of American schools and 35% of American hospitals

- the Works Progress Administration led by Harold Hopkins provided over two million jobs each year. It had a much wider range of projects, e.g. work for photographers, actors and painters. By 1937 over 20% of American workers were employed on WPA schemes. It was criticised for creating “Boondoggles” or jobs of limited economic value.

Any other valid point

[6]

(d) Explain how different groups in the USA opposed President Roosevelt’s New Deal between 1933 and 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Actions of the Supreme Court
- Actions of the Republican Party and Big Business.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

#### **Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

#### **Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines and other knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Actions of the Supreme Court

- the Supreme Court was the “Guardian of the Constitution”. Most of its nine judges were Republican. They believed that the federal government and the President were exceeding their powers in the New Deal agencies. The Supreme Court caused problems by declaring 11 of Roosevelt’s New Deal agencies unconstitutional
- in 1935 the Supreme Court found the NRA codes unconstitutional in the Sick Chickens case. The Supreme Court ruled that the NRA had no right to take the Schechter brothers to court for breaking the NRA codes. This was the responsibility of the state governments

- in 1936 the Supreme Court declared 16 AAA codes unconstitutional. The AAA gave farmers loans to plough up land and kill animals. The Supreme Court ruled that these subsidies could only be made by state governments
- Roosevelt failed in his attempt to pack the Supreme Court with his supporters in 1937. Many Americans thought that he was exceeding his powers. After this however, the Supreme Court accepted most parts of the AAA and the NRA.

Actions of the Republican Party and Big Business

- the Republican Party claimed that Roosevelt was making the federal government too powerful. They accused Roosevelt of behaving like a dictator. The Republican Party challenged Roosevelt at all elections. They joined Big Business and set up the Liberty League to oppose Roosevelt and the New Deal in the 1936 Presidential election
- the Republican Party accused Roosevelt of excessive spending of taxpayers' money. The New Deal agencies cost \$17 billion. They pointed to the waste of money, e.g. the "Boondoggles" as part of the WPA schemes
- Republicans accused Roosevelt of turning the USA into a socialist state, e.g. by legalising trade unions and increasing workers' rights. Roosevelt was seen as "a traitor to his class".

Any other valid point

**Candidates must address both guidelines to access Level 3 [12]**

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

**Target AO1:** Recall of Knowledge.

Award [0] for responses not worthy of credit

Any **two** terms:

- Éire became the official name of the state
- the tricolour of green, white and orange became the national flag
- the first official language of the state was Irish – English was recognised as a second official language
- the Head of State was no longer the British monarch, but an elected President
- the leader of the government was to be known as the Taoiseach
- the Constitution laid claim to the territory of Northern Ireland for the first time
- special recognition was given to the status of the Catholic church whilst, at the same time, guaranteeing religious liberty for all.

Any other valid point [2]

**(b)** How did the Economic War begin in 1932?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 [1]**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- The Irish Free State stopped payment of land annuities in 1932 because these payments were resented by Irish farmers who believed that the land was theirs anyway
- de Valera felt that these payments could not be justified as Northern Ireland did not pay land annuities
- Britain believed that, because the Cosgrave government (1922–1932) had guaranteed the payments, refusal to repay money which had been loaned by Britain was an act of bad faith and not “good business”
- the land annuities were worth £5m a year
- Britain responded to de Valera’s announcement by imposing a 20% duty on Irish imports
- de Valera retaliated with the imposition of a 20% duty on goods coming from Britain to the Free State.

Any other valid point [5]

- (c) In what ways did the Government of Éire respond when war broke out in September 1939?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- Éire responded to the outbreak of war in September 1939 by adopting an official policy of neutrality
- on 2 September 1939 a hastily convened meeting of the Dáil declared a state of emergency
- after a day of discussion and debate the Emergency Powers Act was passed and came into effect on 3 September 1939
- this gave the government of Éire special powers to run the country during the war – for example, the ability to censor newspapers and radio broadcasts, weather reports were halted, and internment was introduced

Any other valid point [6]

(d) Explain why and how the Anglo-Irish Agreement of 1938 affected relations between Britain and Éire. In your answer refer to the bullet points and use other relevant knowledge.

- Reasons for signing the Anglo-Irish Agreement
- The terms and significance of the Anglo-Irish Agreement.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

### **Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Little attempt will be made to address the question asked. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

### **Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

### **Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines and outside knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

#### Indicative Content

##### Reasons for signing the Anglo-Irish Agreement

- Britain sought an end to the Economic War as conflict with Germany was becoming increasingly likely
- Neville Chamberlain still believed that Éire would voluntarily join the war
- the Anglo-Irish Agreement of 1938 favoured Éire and Britain tried to gain the support of Éire in the coming conflict
- by ending the Economic War the British government would also address the issue of unemployment that had arisen in certain areas of Britain, for example the ports that handled trade from Éire
- it also benefited the government of Éire to agree a resolution to the Economic War
- many farmers went bankrupt as cattle exports from Éire fell by 35%
- taxes were increased to compensate farmers for this loss
- a general decline in rural living standards became very obvious

- by 1935 Éire was experiencing a serious balance of payments problem
- Éire was hit by the import tax placed on coal and as such Irish industry faced a coal shortage
- cut backs occurred in rail transport and electricity generation.

The terms and significance of the Anglo-Irish Agreement

- the Economic War between Britain and Éire would end
- the taxes on imports that had been imposed by both Britain and Éire were removed
- Éire would pay Britain a lump sum of £10 million in settlement for all claims for land annuities – these were worth an estimated £78 million
- Britain refused to end partition in return for a defence agreement between Britain and Éire
- Britain would return all three Treaty Ports, without any specific assurance that Britain would have use of them if there was a war.

Any other valid point

**Candidates must refer to both guidelines to access Level 3 [12]**

25

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

- (a) Give **two** reasons for Éire's policy of neutrality during World War Two.

**Target AO1:** Recall of Knowledge.

Award [0] for responses not worthy of credit

Any **two** reasons:

- neutrality was de Valera's way of maintaining Éire's independence
- there was a belief that Germany posed no threat to Éire
- Éire had an inadequate army and navy
- Éire could not afford to spend money on rearmament
- some people in Éire were sympathetic towards Germany
- it was believed that as Éire was a member of the Commonwealth Britain would defend Éire from German invasion.

Any other valid point [2]

- (b) In what ways did Northern Ireland prepare against invasion during World War Two?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 [1]**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

**Indicative Content**

- the prevailing attitude in Northern Ireland in September 1939 was one of complacency until John McDermott increased defence measures in 1940
- the Stormont government took the view that Northern Ireland was too remote from Germany to be a target
- in 1939 Northern Ireland had no search lights and only 22 anti-aircraft guns

- one RAF squadron was based at Aldergrove airport but its Hurricane fighters could only fully operate under daylight conditions
- air raid shelters were constructed and gas masks provided
- radar was extended to Northern Ireland
- blackout regulations were announced in Northern Ireland but were largely ignored. ARP wardens tried to enforce blackout regulations
- rationing was introduced shortly after the war began and was bitterly resented
- the opportunity to be evacuated from Belfast was offered
- the Local Defence Volunteer force was created in May 1940 in order to meet the growing threat of invasion.

Any other valid point

[5]

(c) How were Belfast and Éire affected by the Blitz of 1941?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- loss of life – 955 people were killed and 2400 injured during the four raids on Belfast
- structural damage – 3200 houses were destroyed and over 50 000 damaged
- as a result of the damage to housing 100 000 people were left homeless
- the shipyard was damaged and did not recover for six months
- 11 churches, two hospitals and two schools were also destroyed
- large numbers of people fled from Belfast. 10 000 officially crossed the border into Éire. Thousands of other people left the city to live with family/friends in places like Bangor, Larne, Carrickfergus and Antrim

- the government of Éire sent 13 fire engines and 71 firemen to assist in fighting the fires in Belfast
- in subsequent raids Dublin was mistakenly bombed by the Luftwaffe killing 28 people
- in the months after the raids Belfast's air defences were strengthened and more shelters were built.

Any other valid point

[6]

(d) Explain how and why Northern Ireland contributed to the British war effort. In your answer refer to the bullet points and use other relevant knowledge.

- Northern Ireland's strategic position and the role of naval and air bases
- The role of agriculture.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Little attempt will be made to address the question asked. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

#### **Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

#### **Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines and outside knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

#### **Indicative Content**

Northern Ireland's strategic position and the role of naval and air bases

- wanted to show loyalty to Britain
- due to the strategic location of Northern Ireland the naval and air bases were to prove crucial in the Battle of the Atlantic
- Derry/Londonderry held the key to victory in this battle, as it was the most westerly base for repair and the refuelling of ships

- at its peak Derry/Londonderry was host to 40 000 service personnel and provided accommodation for US and British naval vessels
- Magee College became the main American communications base in Europe. From here the US Navy was in radio contact with all ships on the Western Approaches
- Ulster offered the RAF Coastal Command its most westerly air bases which were necessary for patrolling the Atlantic. In all there were eight major bases – for example, Long Kesh, Aldergrove, Nutts Corner
- one of the most famous air bases was Castle Archdale. It opened in February 1941 and provided an extra 100 miles of air cover over the existing base at Loch Ryan in Scotland. It played a significant role in the sinking of the Bismarck in May 1941
- during the war 46% of U-boat sinkings were by aircraft and 54% by the navy
- in 1943, Coastal Command destroyed 84 U-boats, of which 18 were sunk by aircraft based in Northern Ireland.

The role of agriculture

- the Ministry of Agriculture at Stormont became responsible for the purchase and sale of food locally and worked hard to increase food output for the war effort
- the number of allotments rose from 2000 in 1939 to 8000 by 1945
- there was a big drive to increase the acreage used for crops as opposed to grazing or hay
- Ulster supplied 20% of the UK requirements for eggs
- £3 million worth of sheep and cattle were supplied by Ulster each year
- for most of the war 100 000 litres of milk a day was exported to Scotland.

Any other valid point

**Candidates must refer to both guidelines to access Level 3 [12]**

25

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

- (a) Give **two** problems faced by the economy of Éire between 1945 and 1949.

**Target AO1:** Recall of Knowledge.

Award [0] for responses not worthy of credit

Any **two** problems:

- Éire found it difficult to recover from the wartime emergency and the country was effectively in a state of depression
- unemployment levels rose leading to emigration which had a significant impact on the economy
- building materials of all kinds, especially timber, were in short supply
- the wet summer of 1946 followed by a severe winter in 1946–1947 led to the rationing of bread
- there were coal shortages in Éire in the post-war years and some trains had to be temporarily converted to oil burning
- de Valera announced in January 1947 that supplies essential to the life of the community were, in some respects, worse than at any time since 1939.

Any other valid point [2]

- (b) How did nationalists and unionists in Northern Ireland respond to the Declaration of the Republic in 1949?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 [1]**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- in Northern Ireland the reaction to the Declaration of the Republic was mixed
- unionists saw the declaration as a threat and believed that it was accompanied by a drive to end partition
- unionist PM Brooke called an election to allow people in Northern Ireland to demonstrate their support for the Union
- nationalists demanded the right to sit in the Dáil so that Northern Ireland could be represented, but this was refused
- northern nationalists felt abandoned and resented the declaration of a Republic for the 26 counties
- many northern nationalists continued to use the name “Irish Free State,” arguing that the term “Irish Republic” should be reserved for the eventual 32 county republic that they hoped to see created.

Any other valid point [5]

- (c) How did the Ireland Act of 1949 affect relations between Britain and Éire?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- many people believed that the decision of Éire to declare a Republic and leave the Commonwealth in 1949 would produce an adverse reaction from Britain
- however Britain responded with remarkable calm and passed the Ireland Act
- the Ireland Act recognised the Republic of Ireland and defined the principles which would affect relations between the two countries from this moment on
- Irish citizens would not require a passport or work permit to live in Britain and could vote in British elections

- the same privileges were to be extended to British citizens in Éire
- Northern Ireland was to remain part of the United Kingdom
- the government of the Republic of Ireland was angry that the Ireland Act gave a guarantee to unionists, making the prospect of a united Ireland more distant.

Any other valid point [6]

**(d)** Explain why some people in Northern Ireland opposed the introduction of the Welfare State and how the Welfare State affected the lives of people living in Northern Ireland. In your answer refer to the bullet points and use other relevant knowledge.

- Reasons for opposition to the Welfare State
- Impact of the Welfare State.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

### **Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Little attempt will be made to address the question asked. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

### **Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question asked. The guidelines will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

### **Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines and outside knowledge will be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

#### **Indicative Content**

Reasons for opposition to the Welfare State

- many doctors were unhappy initially as they feared losing their independence, but 90% joined the National Health Service by 1948
- the Unionist government at Stormont was hostile to the socialist policies of the Labour government and was concerned about how it would pay for the Welfare State

- middle class people were concerned that the cost of the Welfare State would increase taxes. They were reassured when the Labour government agreed to meet the cost of the Welfare State
- some unionists resented the growing dependence of Northern Ireland on the British Exchequer.

Impact of the Welfare State

- the Welfare State introduced a range of welfare initiatives that improved the lives of people in Northern Ireland. The National Health Service established in July 1948, introduced free medical care, eye tests and dental treatment. This led to an improvement in health standards
- by 1962 Northern Ireland had the lowest death rate in the United Kingdom as diseases such as tuberculosis and polio were almost totally eradicated
- other welfare reforms included improved benefits such as family allowances, sickness benefits and non-contributory pensions improved the quality of life for the poorest groups
- a Housing Trust was set up to deal with Northern Ireland's housing shortage and poor quality housing. The Northern Ireland Housing Trust was to oversee this ambitious project using central government money. Orlits and Housing Trust estates, e.g. the Woodlands at Gilford were built
- the 1947 Education Act increased standards with the provision of free education. Compulsory school attendance was increased to 15
- grammar school education was free to all students who passed the 11+ examination. The funding of voluntary grammar schools was increased to 65%.

Any other valid point

**Candidates must refer to both guidelines to access Level 3 [12]**

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) Give **two** actions taken by O'Neill to improve relations with the Republic of Ireland.

Target **AO1**: Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** actions:

- invited Taoiseach Sean Lemass to Stormont January 1965. This was the first face-to-face meeting between Ireland's main leaders in 40 years
- O'Neill visited Dublin four weeks later. Discussions focused on economic cooperation between Northern Ireland and the Irish Republic
- an agreement was made as a result of this cooperation – on the supply of electricity from the South
- Taoiseach Jack Lynch visited Northern Ireland in December 1967
- O'Neill cooperated with the Dublin-based Irish Trades Union Congress, whose support was important for economic development.

Any other valid point [2]

- (b) How did O'Neill attempt to bring economic development to Northern Ireland in the 1960s?

**Target AO2**: Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

#### **Level 1 ([1])**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

#### **Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

#### **Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- invested £900 million in the economy
- created a Ministry of Development under Brian Faulkner
- established a new city – Craigavon
- developed a new university at Coleraine
- attracted new multinational firms to Northern Ireland, e.g. ICI, Michelin, Goodyear. This was an attempt to solve Northern Ireland's unemployment problem. 35,000 new jobs were created
- began a new motorway system. This was an attempt to solve the problems with Northern Ireland's poor infrastructure
- a new airport was under development
- economic links with the Irish Republic led to an agreement on electricity supply
- these actions were attempts to deal with problems such as high unemployment and poor infrastructure.

Any other valid point [5]

- (c) In what ways did the government of Northern Ireland and the unionist people respond to the civil rights movement in the 1960s?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

## Indicative Content

- Reverend Ian Paisley and his supporters organised counter-protests to NICRA marches
- the government banned all marches in Derry/Londonderry when the NICRA planned a march there in October 1968
- the government announced the Five Point Reform Programme after the violence during the NICRA march October 1968. This programme included reforms such as a points system for the allocation of council housing and the abolition of the Derry/Londonderry Corporation

- O'Neill made a television appearance in December 1968 to appeal for calm from civil rights leaders
- loyalists ambushed the People's Democracy march from Belfast to Derry/Londonderry January 1969, at Burntollet Bridge
- the government established the Cameron Commission to investigate the violence at the Burntollet ambush
- some moderate unionists, however, supported the civil rights movement from the start and joined the NICRA.

Any other valid point

[6]

**(d)** Explain why the Northern Ireland Civil Rights Association (NICRA) emerged in the late 1960s and how it attempted to achieve its aims. In your answer refer to the bullet points and use other relevant knowledge.

- Reasons for the emergence of NICRA
- Actions of NICRA.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the bullet point. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question. The guideline(s) will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines will be used and outside knowledge may be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

Reasons for the emergence of NICRA

- the emergence of a young generation of university-educated Catholics. These people were not convinced that O'Neill meant to bring about significant change

- influence of the Civil Rights movement in the USA, led by Martin Luther King. It was a non-violent campaign, focusing on civil disobedience as a way of forcing reform
- influence of the late John F. Kennedy in the USA. In 1960, Kennedy was elected America's first Catholic President. This gave Catholics in Northern Ireland more confidence that they could make political progress
- influence of the student demonstrations that took place in France in 1968
- in the 1960s, Catholics in Northern Ireland were still being discriminated against in a large number of ways
- in housing, unionist councils tended to allocate houses to Protestants; nationalist councils to Catholics
- gerrymandering, or the fixing of election boundaries, took place in many council areas controlled by unionists
- extra votes went to business owners. The majority of these were Protestants
- the Special Powers Act allowed the unionist government to arrest, interrogate and detain people without trial
- the B-Specials – part-time policemen who helped the RUC – had a reputation for unfair treatment of Catholics
- there was discrimination in government jobs, with most going to Protestants
- anger at some of the measures O'Neill introduced, which seemed to favour Protestants, such as the location of the new university in Coleraine, rather than Derry/Londonderry.

#### Actions of NICRA

- housing protest (squat) 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
- NICRA march from Coalisland to Dungannon August 1968 to highlight the housing situation. It eventually passed off without incident
- NICRA 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
- use of placards and protest songs
- attempts to get publicity – the NICRA march in Derry/Londonderry was captured by an RTE television crew
- NICRA march in Newry, 1969
- representations to Minister for Home Affairs, William Craig, in an attempt to win civil rights.

Any other valid point

**Candidates must refer to both guidelines to access Level 3 [12]**

25

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

- (a) Give **two** aims of the Ulster Volunteer Force.

**Target AO1:** Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** aims:

- to protect Northern Ireland and the union against the IRA
- to oppose concessions to Catholics
- to carry out acts of sectarian violence against Catholics.

Any other valid point

[2]

- (b) How did the people of Northern Ireland respond to the events of Bloody Sunday, January 1972?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1])**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- there were immediate expressions of grief and anger from nationalists, who demanded an inquiry into the events
- this inquiry – the Widgery Inquiry – failed to reach a satisfactory conclusion, but did establish that none of the victims were carrying weapons when found
- nationalists claimed that the victims were totally innocent and that the paratroopers carried out an unprovoked attack
- nationalist hostility towards the state increased and rioting broke out in nationalist areas
- IRA violence increased and IRA recruitment rose – especially in the Derry/Londonderry area
- unionists expressed regret at the deaths, but regarded the march as both illegal and provocative

- increased violence led to the formation of the Ulster Vanguard in February 1972. Led by William Craig, it served as a co-ordinating body for traditional loyalist groups. It organised a huge demonstration in Belfast's Ormeau Park.

Any other valid point [5]

- (c) In what ways did nationalists and unionists respond to the introduction of internment in August 1971?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- there was a huge increase in violence. In the four months after internment, 143 people were killed through bombings and shootings. This was five times as many as in the previous eight months of the year
- IRA recruitment grew
- SDLP rent and rates strike
- SDLP withdrew from local government in protest
- civil rights marches started up again – led to Bloody Sunday, which was itself a result of an anti-internment march
- most unionists welcomed the introduction of internment as necessary to deal with the growing IRA threat
- loyalist violence increased in response to the increase in IRA violence. The UDA was formed in September 1971. The UVF bombed McGurk's Bar in Belfast in December – 15 were killed
- Prime Minister Brian Faulkner conceded that internment had been unsuccessful in stopping the Provisional IRA. He said many of the most wanted "escaped the net". However, he was convinced it had been helpful in locating IRA weapons.

Any other valid point [6]

(d) Explain why and how the British government responded to events in Northern Ireland in the summer of 1969. In your answer refer to the bullet points and use other relevant knowledge.

- Violence in July and August, 1969
- Military and political response of the British government.

Target **AO2**: Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

### **Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the bullet point. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

### **Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question. The guideline(s) will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

### **Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines will be used and outside knowledge may be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

### Indicative Content

Violence in July and August, 1969

- sectarian violence broke out in Belfast in the summer of 1969
- thousands of families (mainly Catholic) were put out of their homes in Belfast. The situation was particularly serious in areas such as Bombay Street
- in Belfast, seven were killed and about 100 wounded
- 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. Tear gas, petrol bombs and rubber bullets were used
- violence in several provincial towns.

Military and political response of the British government

- the government intervened directly in the situation
- a cabinet committee on Northern Ireland was set up
- British troops were sent on to the streets of Belfast and Londonderry/Derry on 15 August 1969, to relieve the exhausted RUC. This helped restore law and order. The troops were welcomed by Catholics as protectors
- the Downing Street Declaration was published on 19 August 1969. It suggested some reforms such as a committee on policing – led by Lord Hunt – and the Scarman Tribunal
- the Downing Street Declaration promised nationalists the same equality of treatment as every other citizen of the United Kingdom. It also assured unionists that a united Ireland would only come with the consent of the majority of people in Northern Ireland.

Any other valid point

**Candidates must refer to both guidelines to access Level 3 [12]**

25

**15 This question is about the Search for a Solution.**

- (a) Give **two** reasons for the Hunger Strikes of 1980–1981.

**Target AO1:** Recall of knowledge.

Award [0] for responses not worthy of credit

Any **two** reasons:

- to restore Special Category Status, which had been removed from prisoners in Northern Ireland in 1976
- hunger strikes were a traditional republican tactic which had worked in the past
- previous attempts to win back Special Category Status – such as the Blanket Protest and the Dirty Protest – had failed
- the 1981 Hunger Strike took place because republican prisoners were angry at not receiving the concessions that they thought they had won after the 1980 Hunger Strike.

Any other valid point

[2]

- (b) How did the Ulster Workers' Council strike of May 1974 affect Northern Ireland?

**Target AO2:** Recall and select knowledge to analyse key concepts and key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

**Level 1 ([1])**

Answers will address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([4]–[5])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- a group of Protestant trade unionists called the Ulster Workers' Council or UWC organised a strike in May 1974
- the strike attracted support from unionist politicians and loyalist paramilitaries
- at first support for the strike was limited, but it grew, partly due to UDA intimidation and improved coordination

- the UWC strike brought most of Northern Ireland to a standstill after one week. Industries had to close down, there were regular electricity blackouts and fuel supplies were strictly controlled. Hundreds of road blocks took place
  - attempts to organise a back-to-work demonstration failed
  - loyalist bombs in Dublin and Monaghan increased the pressure on the Stormont executive
  - the UWC's determination to succeed increased when British Prime Minister Harold Wilson made a speech calling them "spongers"
  - when the British government ordered the army to seize fuel supplies, the UWC ordered total shut down
  - as a result of this UWC action, Brian Faulkner, the Chief Executive, resigned and the Power Sharing Executive collapsed.
- Any other valid point [5]

(c) How were Sinn Féin and the Social Democratic and Labour Party (SDLP) affected by the Hunger Strikes?

**Target AO2:** Recall and select knowledge to analyse 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 address the question in a general way. Limited relevant detail will be included. Spelling, punctuation and the rules of grammar are used with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include more detail linked to the question. Spelling, punctuation and the rules of grammar are used with some accuracy.

**Level 3 ([5]–[6])**

Answers will be well-informed and provide an accurate, well-developed description and analysis. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

Indicative Content

- in March 1981 a second republican hunger strike began, led by Bobby Sands, the IRA commander in the H-Block of the Maze Prison, winning much support from nationalists in Northern Ireland and elsewhere – especially when Sands stood in the Fermanagh-South Tyrone by-election and won
- nationalists again showed their support for the hunger strikers when the funerals of Sands and others who died as part of the Hunger Strike were attended by nationalists in large numbers
- Sinn Féin made it clear that they supported the hunger strikers and the principles for which they died

- Sinn Féin’s strategy was known as “the armalite in one hand and the ballot box in the other”
- in the 1983 elections, nationalists showed support for the hunger strikers’ beliefs when Sinn Féin gained one third of the nationalist vote. The SDLP’s vote declined. Gerry Adams became MP for West Belfast, defeating Gerry Fitt
- Sinn Féin also won a number of local council elections in the early 1980s
- the SDLP became concerned that Sinn Féin may replace them as the main nationalist party in Northern Ireland.

Any other valid point [6]

**(d)** Explain why and how the people of Northern Ireland responded to the Anglo-Irish Agreement of 1985. In your answer refer to the bullet points and use other relevant knowledge.

- Attitudes and actions of unionists
- Attitudes and actions of nationalists.

**Target AO2:** Recall, select, organise and deploy knowledge to analyse and explain key concepts or key features and characteristics of the period studied.

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[4])**

Answers will address the question in a general way. Answers will include general points linked to the bullet point. Answers may lack balance and include little explanation. Spelling, punctuation and the rules of grammar are used with limited accuracy.

#### **Level 2 ([5]–[8])**

Answers will provide a more developed explanation and analysis clearly linked to the question. The guideline(s) will be used and outside knowledge may be used to provide a more informed response. Spelling, punctuation and the rules of grammar are used with some accuracy.

#### **Level 3 ([9]–[12])**

Answers will provide a full explanation and analysis of the question. The guidelines will be used and outside knowledge may be used to provide a balanced and well-informed response. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

#### **Indicative Content**

Attitudes and actions of unionists

- 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 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 had not been consulted – the meetings to draft the deal had taken place in secret – “Dublin Diktat”
- a huge protest rally at Belfast’s City Hall. At least 100 000 took part
- all 15 unionist MPs resigned
- “Ulster Says No” campaign – including “Day of Action” – took place. Much of Northern Ireland was brought to a standstill, using peaceful protest. In some places violence broke out
- bonfires burned puppets of Margaret Thatcher and leading members of the Irish government. Slogans appeared in loyalist areas criticising Margaret Thatcher and the RUC
- a campaign of civil disobedience began, involving measures like the shunning of British ministers and the refusal to set rates in unionist council areas
- marches to the headquarters of the Anglo-Irish Secretariat in Maryfield
- loyalist attacks on RUC in 1986 and 1987, when it seemed as if the non-violent campaign was getting nowhere.

Attitudes and actions of nationalists

- the SDLP supported the Anglo-Irish Agreement, seeing it as a chance for peace and progress
- the SDLP welcomed the fact that they had been given more of a role in the creation of the Agreement than any other party in Northern Ireland
- the SDLP hoped the Agreement would bring an increased role for the Republic of Ireland in the affairs of Northern Ireland
- Sinn Féin believed it reinforced partition. In the Agreement, the Republic of Ireland’s government accepted that a united Ireland was a long-term aim, which would only come about with the consent of the majority in Northern Ireland
- Sinn Féin realised it was an attempt to weaken them
- the IRA continued their campaign of violence
- many nationalists were unenthusiastic. They preferred to wait and see before expressing whether they supported the Agreement or not.

Any other valid point

**Candidates must address both guidelines to access Level 3 [12]**

**Section B**

**Total**

25

50

100