

New  
Specification



*Rewarding Learning*

**General Certificate of Secondary Education  
2016**

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## **History**

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

**[GHT11]**

**MONDAY 6 JUNE, MORNING**

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**MARK  
SCHEME**

## General Marking Instructions

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

### ***Assessment Objectives***

Below are the assessment objectives for GCSE History.

Candidates must:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
  - key concepts: causation, consequence, continuity, change and significance within an historical context; and
  - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
  - source material as part of an historical enquiry; and
  - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

### ***Quality of candidates' responses***

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

### ***Positive marking***

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Types of mark schemes***

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### ***Levels of response***

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **high performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### ***Quality of written communication***

Quality of written communication is taken into account in assessing candidates' responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

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

Spelling, punctuation and the accurate use of grammar is taken into account in assessing candidates' responses to specific questions in Unit 1 and Unit 2. The following guidance is provided to assist examiners:

- **threshold performance:** Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
- **intermediate performance:** Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
- **high performance:** Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

**Section A**

**Option 1: Germany, 1918–1939**

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

**1 Target AO1: Recall of knowledge**

**(a)** Below is a list of words linked to the Treaty of Versailles:

Navy	Army	Austria	Alsace-Lorraine	Rhineland
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Country with which Germany was not allowed to unite Austria
- (ii) Area of land demilitarised Rhineland [1]
- (iii) Allowed to have only 100 000 men Army [1]
- (iv) Area of land given to France Alsace-Lorraine [1]
- (v) Allowed to have only 15 000 men Navy [1]

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

**(b)** Describe **two** ways in which German people were affected by the hyperinflation crisis of 1923.

**Target AO1:** Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit  
Able to identify one way with no description [1]  
Able to identify one way with limited description [2]  
Able to identify one way with detailed description [3]  
Apply above criteria to each way

Any **two** ways:

- The lives of many workers were severely disrupted. Their pay usually increased as the value of the mark declined
  - As money became worthless, savings were wiped out and fixed pensions lost their value
  - People often resorted to bartering goods rather than using money
  - People who had taken out loans or mortgages could pay them off easily.
- Any other valid point [6]

(c) Below are two reasons why Hitler was able to become Chancellor of Germany in January 1933.

Choose **one** reason and explain how it helped Hitler to become Chancellor.

Actions of Hitler and the Nazis, 1929–1933	Actions of Weimar politicians, 1929–1933
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the reason or comments which could apply to either.

Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain the effects of the reason chosen. Candidates give an account of the way chosen but how it helped Hitler to become Chancellor is not developed.

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

**Level 3 ([5]–[6])**

Answers will explain how the reason chosen helped Hitler to become Chancellor. Candidates demonstrate an understanding of the effects of the reason.

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

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

**Indicative Content**

**Actions of Hitler and the Nazis, 1929–1933**

- The Nazis made promises which were popular with the German people such as abolishing the Treaty of Versailles, ending unemployment and making Germany great again
- The Nazis used a wide variety of propaganda to get their message across, under the direction of Joseph Goebbels
- The Nazis carried out the ‘Hitler over Germany’ campaign whereby Hitler flew to destinations all over Germany to deliver his speeches personally to the people. This made the German people believe that Hitler really cared about their future.

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

- When Brüning became Chancellor of Germany he made unpopular decisions such as cutting benefits and raising taxes. He was forced to use Article 48 to get new laws passed
- Von Papen, then von Schleicher, became Chancellor. Both had to use Article 48 to pass new laws and so the German people got used to dictatorship
- Von Papen asked Hitler to work with him to get into power; Hitler would be Chancellor and von Papen, Vice-Chancellor. Hindenburg was convinced that Hitler could be controlled and so Hitler became Chancellor on 30 January 1933.

Any other valid point

[6]

- (d) How was Germany able to recover from the hyperinflation crisis between 1923 and 1928?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of how Germany recovered from the hyperinflation crisis. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of how Germany recovered from the hyperinflation crisis. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of how Germany recovered from the hyperinflation crisis. Writing communicates ideas, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- Stresemann got striking workers to end passive resistance, getting production going again. This meant that Germany did not have to rely on importing fuel
- Germany started paying reparations again which led to the French leaving the Ruhr. Germany was able to keep the goods it produced
- A new currency, the Rentenmark, and a new national bank were

established. These actions meant that other countries began to have more trust in Germany again

- The Dawes Plan allowed Germany to pay reparations over a longer period of time
- It also brought in loans from the USA which provided investment for German businesses.

Any other valid point

[9]

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**2 Target AO1: Recall of knowledge**

(a) Below is a list of words linked with Nazi Germany, 1933–1939:

Gestapo	People's Receiver	Concentration Camp	Nuremberg	Propaganda
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) An annual rally was held here Nuremberg
- (ii) Place where enemies of the Nazis were sent Concentration Camp [1]
- (iii) Nazi secret police Gestapo [1]
- (iv) Ministry led by Joseph Goebbels Propaganda [1]
- (v) A cheap German radio People's Receiver [1]

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

(b) Describe **two** ways in which the Nazis tried to lower unemployment in Germany between 1933 and 1939.

**Target AO1:** Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit  
Able to identify one way with no description [1]  
Able to identify one way with limited description [2]  
Able to identify one way with detailed description [3]  
Apply above criteria to each way

Any **two** ways:

- Professional women and Jews were sacked from their jobs but were not included on the unemployment register. Their jobs could be taken by German men
- The RAD was established and was compulsory for all men aged 18–25. They had to carry out work for the state such as road building and tree planting for a very small amount of money
- Conscription was introduced in 1935 and the army increased to 400 000
- New jobs were created in factories making ersatz products and weapons.

Any other valid point [6]

(c) Below are two ways in which the Nazis tried to control the lives of young people.

Choose **one** way and explain how it was used to control the lives of young people.

Education	Youth Groups
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the area or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain the effects of the way chosen. Candidates give an account of the way chosen but how it affected the lives of young people is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain how the way chosen affected the lives of young people living in Germany. Candidates demonstrate an understanding of the effects of the way. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

**Education**

- School subjects were altered. Religion was not taught but there was an emphasis on PE, History, Race Studies and Biology
- Teachers had to belong to Nazi Teachers' League and had to promote Nazism at all times
- Adolf Hitler Schools and Order Castles were set up for the most talented school pupils to attend.

**Youth Groups**

- Youth groups were established to control the leisure time of young people and turn them into useful and loyal Nazis
- Boys were taught to fire a gun and to march in the Hitler Youth in order to prepare them for life in the army
- Girls were taught how to look after a home and bring up children. The League of German Maidens prepared them for future motherhood.

Any other valid point

[6]

- (d) How did the actions of the Nazis affect the lives of Jews in Germany between 1933 and 1939?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main effects of Nazi actions on the lives of Jews. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the main effects of Nazi actions on the lives of Jews. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main effects of Nazi actions on the lives of Jews. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3] AO1 ([6]) AO2****Indicative Content**

- In April 1933 there was a one day boycott of Jewish businesses
- Jews were forbidden to join the army and could not have government jobs
- Jewish doctors, dentists and lawyers were not allowed to treat or work for Aryans
- The Nuremberg Laws banned marriage and sexual relations between Jews and Aryans
- Jewish people had their German citizenship taken away

- During Kristallnacht in November 1938 Jewish homes, shops and synagogues were destroyed.

Any other valid point

[9]

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MARKS

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**3 Target AO1: Recall of knowledge**

(a) Below is a list of words linked to Nazi foreign policy:

Nazi-Soviet Pact	Blitzkrieg	Rome-Berlin Axis	Bohemia	Britain
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) German war tactic Blitzkrieg
- (ii) Country which declared war on Germany in 1939 Britain [1]
- (iii) Agreement signed between Germany and the USSR Nazi-Soviet Pact [1]
- (iv) Alliance between Germany and Italy Rome-Berlin Axis [1]
- (v) Part of Czechoslovakia taken by the Germans in 1939 Bohemia [1]

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

(b) Describe **two** reasons why the Nazis invaded Poland in 1939.

**Target AO1:** Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit  
Able to identify one reason with no description [1]  
Able to identify one reason with limited description [2]  
Able to identify one reason with detailed description [3]  
Apply above criteria to each reason

Any **two** reasons:

- Hitler detested the Polish Corridor which split German territory in two and he wanted the port of Danzig
- The invasion of Poland was part of Hitler’s quest for lebensraum
- Poland had resources which could be used to help make Germany self-sufficient.

Any other valid point [6]

(c) Below are two areas of land taken over by Germany in 1938.

Choose **one** area and explain how it was taken over by Germany.

Austria	The Sudetenland
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Contents are unsupported statements about the area or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how the area chosen was taken over by Germany. Candidates give an account of the events but how they were taken over by Germany is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain how Germany was able to take over the area chosen. Candidates demonstrate an understanding of how the chosen area was taken over by Germany. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

**Austria**

- 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.

**Sudetenland**

- 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
- In 1938 the Munich Conference was held, where the British leader, Chamberlain, along with Daladier, the French leader and Mussolini, the Italian leader, agreed to give Hitler all of the Sudetenland.

Any other valid point

[6]

- (d) In what ways did Hitler break the terms of the Treaty of Versailles between 1933 and 1936?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the ways in which Hitler broke the terms of the Treaty of Versailles. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the ways in which Hitler broke the terms of the Treaty of Versailles. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the ways in which Hitler broke the terms of the Treaty of Versailles. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([6]) AO2****Indicative Content**

- Hitler began secretly rearming Germany as soon as he became Chancellor. By 1935 there were 400 000 soldiers in the army
- In 1935, Hitler announced conscription
- The Nazis opened many arms factories to produce weapons and ammunition. Battleships and submarines were also built
- The Luftwaffe was created and by 1935 it had 2500 planes

- The Anglo-German Naval Agreement allowed Germany to have a navy one-third the size of the British Navy
- On 7 March 1936 Hitler sent 22 000 police and 15 000 soldiers into the Rhineland.

Any other valid point

[9]

25

Option 2: Russia, c1916–1939

4 Target AO1: Recall of knowledge

(a) Below is a list of words linked to the February Revolution:

Duma	Putilov Steel Works	Provisional Government	Brusilov	Pskov
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Match **each** word to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) General who wanted the Tsar to abdicate Brusilov
- (ii) Took control of Russia after the February Revolution Provisional Government [1]
- (iii) Place where the Tsar was forced to abdicate Pskov [1]
- (iv) Place where there was a strike at the start of 1917 Putilov Steel Works [1]
- (v) The Russian parliament Duma [1]

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

(b) Describe **two** weaknesses of the Provisional Government in 1917.

**Target AO1:** Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit  
Able to identify one weakness with no description [1]  
Able to identify one weakness with limited description [2]  
Able to identify one weakness with detailed description [3]  
Apply above criteria to each weakness

Any **two** weaknesses:

- As a Provisional Government, it was never intended to last long. The Provisional Government was not elected, unlike the Petrograd Soviet, and so lacked authority
- The Provisional Government had to share power with the Petrograd Soviet, making it more difficult for it to claim to be the only true government of the country. This was known as Dual Authority
- The Provisional Government was largely made up of upper and middle class people who knew little of the suffering of ordinary people in Russia
- None of those who took part in the Provisional Government had taken part in the February Revolution. This meant that they were out of touch with the needs of ordinary people.

Any other valid point [6]

- (c) Below are two Bolshevik leaders who played a key part in the success of the October Revolution of 1917.

Choose **one** leader and explain his part in the success of the October Revolution.

Lenin	Trotsky
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the leader chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how the leader contributed to the success of the October Revolution. Candidates give an account of the group but his role in the success of the October Revolution is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain and demonstrate an understanding of how the leader contributed to the success of the October Revolution. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

**Lenin**

- Lenin issued the April Theses on his return to Russia in April 1917. Its two key slogans were 'Peace, Bread and Land' and 'All Power to the Soviets'. It showed the tactics to be used to overthrow the Provisional Government
- Lenin played a vital role in the timing of the October Revolution. In September and October Lenin, in exile in Finland, called for the overthrow of the Provisional Government
- Lenin refused to cooperate with the Provisional Government. This meant that he and the Bolsheviks could not be linked with the Provisional Government's mistakes, which added to their popularity

- In September and October Lenin, called for the immediate overthrow of the Provisional Government before the All Russian Council of Soviets next met and before elections to the Constituent Assembly were held. Lenin threatened to resign and his plans were accepted.

### Trotsky

- Trotsky, a former Menshevik, became chairman of the Petrograd Soviet in September. This effectively gave him influence over the government of the country
- Trotsky led the Military Revolutionary Committee which organised and planned the take-over of key buildings and places of strategic importance in Petrograd
- Trotsky was a fine speaker and this added to the Bolsheviks' popularity
- Trotsky commanded the Red Guard who took control over the Tauride Palace, the headquarters of the Provisional Government, in October 1917.

Any other valid point

[6]

- (d) How did World War One affect the lives of peasants and city workers in Russia?

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

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

### Level 1 ([1]–[3])

Answers will be vague and generalised with little analysis of the effects on the lives of peasants and city workers. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

### Level 2 ([4]–[6])

Answers will be more detailed with some analysis of the effects on the lives of peasants and city workers. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

### Level 3 ([7]–[9])

Answers will explain the effects on the lives of peasants and city workers, providing more accurate detail and analysis of the main consequences or effects of the event or issue. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- Most of the eight million men who were killed, wounded or taken prisoner were peasants
- War had a major impact on the production and distribution of food. Horses which were essential for farm work were taken for use in the war. Women and the old had to do the farm work and food production decreased by 15%
- Peasants hoarded food in the hope of gaining higher prices as inflation increased. By the end of 1916 grain-growing areas had a glut of wheat, while bread queues in the cities were common
- The number of workers in cities increased from 22 million to 28 million. Workers in munitions factories worked long hours and were subject to strict discipline
- By 1916 living standards had declined as wages failed to keep up with inflation, which was 400% by the end of 1916. Meanwhile, Moscow and Petrograd had only one-half of food and one-third of fuel requirements by early 1917
- Food queues became common in Petrograd, where thousands were unemployed, cold and hungry. Food and fuel shortages affected the morale of workers and led to an increase in strikes by late 1916.

Any other valid point

[9]

25



- The White Armies were unpopular. They treated the peasants, workers and Jewish people very harshly in the areas they controlled. General Denikin alienated the peasants by supporting the return of their land to the landlords. Admiral Kolchak in the East attacked his SR supporters in this area
- Foreign armies supplied weapons and money to the Whites to encourage Russia to re-enter World War One. The White Armies often sold these weapons and supplies on the 'black market'. Bolshevik propaganda portrayed the Whites as disloyal and the Red Army as patriotic against foreign invaders.

Any other valid point [6]

(c) Below are two actions taken by the Red Army to help them win the Civil War in Russia between 1918 and 1921.

Choose **one** action and explain how it helped the Red Army to win the Civil War.

The Red Terror	War Communism
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the action chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how the action helped the Red Army to win the Civil War. Candidates give an account of the action but how it helped the Red Army win the Civil War is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain and demonstrate an understanding of how the action helped the Red Army to win the Civil War. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content****Red Terror**

- The Red Terror was organised by the Cheka against all opponents. An estimated 200 000 people were killed by the Bolsheviks between 1917 and 1923
- 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
- The Red Terror ensured that all available people would join the Red Army to win the Civil War. Trotsky forced 22 000 Tsarist officers to provide leadership and used the Cheka to shoot all deserters
- The Red Terror helped the Bolsheviks to control peasants in Russia. Cheka squads were sent into peasant villages to terrorise them. Fear of the Cheka prevented peasants from opposing the Reds.

**War Communism**

- Under War Communism, industry and agriculture in the Bolshevik-controlled areas were geared towards supplying the Red Army
- In the countryside, War Communism involved the use of requisition squads, which were sent to peasant communities to seize their extra grain. The grain helped to keep the Red Army supplied
- As the White Armies did not have access to these supplies, they had to seek supplies from abroad, which made them more unpopular
- War Communism helped the Reds to control workers in the factories. They were subjected to strict discipline, including the death penalty for absenteeism and strikes.

Any other valid point

[6]

- (d) How did the New Economic Policy (NEP) affect the economy and the lives of workers in Russia between 1921 and 1924?

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

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

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the effects on the economy and the lives of workers in Russia. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the effects on the economy and the lives of workers in Russia. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will explain the effects on the economy and the lives of workers in Russia, providing more accurate detail and analysis of the main consequences or effects of the event or issue. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- Under the New Economic Policy the state controlled large industries, e.g. coal and steel. Lenin called these ‘the commanding heights’ of industry and they employed 85% of workers in 1923
- Small firms employing fewer than ten workers were allowed to be privately owned
- The new rouble was introduced which brought economic stability to Russia. It ended inflation and allowed trade and private industry to grow
- Workers had the opportunity to sell goods for a profit. This led to the emergence of successful owners of small businesses. These men were known as Nepmen. They were resented by the Bolsheviks
- Workers could now earn wages and make extra money through piecework. Incentives were offered to encourage workers to produce more. However, poor working conditions and overcrowding remained
- Workers experienced more freedom and were able to change jobs without the government’s permission.

Any other valid point

[9]

25

**6 Target AO1:** Recall of knowledge

(a) Below is a list of words linked with the Five Year Plans in the USSR between 1928 and 1939:

Magnitogorsk	Stakhanov	Stalin	Quota	Steel
--------------	-----------	--------	-------	-------

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

- (i) New city built during the Five Year Plans                      Magnitogorsk
- (ii) More of this was produced because of the Five Year Plans                      Steel                      [1]
- (iii) Miner who produced huge amounts of coal                      Stakhanov                      [1]
- (iv) He introduced the Five Year Plans                      Stalin                      [1]
- (v) A target which workers in factories were expected to reach                      Quota                      [1]

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

(b) Describe **two** effects of the Nazi-Soviet Pact, August 1939.

**Target AO1:** Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit  
Able to identify one effect with no description [1]  
Able to identify one effect with limited description [2]  
Able to identify one effect with detailed description [3]  
Apply above criteria to each effect

Any **two** effects:

- The USSR was protected from invasion as the USSR and Germany had promised not to invade each other for ten years
- A secret agreement in the Nazi-Soviet Pact allowed the USSR and Germany to divide Poland between them. As a result, the USSR invaded the eastern part of Poland in September 1939
- The USSR was left free to invade the Baltic states of Lithuania, Estonia, Latvia and Finland. The USSR invaded Finland later in 1939
- The USSR realised that the Pact was only temporary. An invasion by Germany was certain at some point.

Any other valid point [6]

(c) Below are two methods used by Stalin to increase his control of the USSR in the 1930s.

Choose **one** method and explain how it helped Stalin to increase his control of the USSR in the 1930s.

The Purges	The Cult of Personality
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the method chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how the method chosen helped Stalin to increase his control of the USSR. Candidates give an account of the method but how it helped Stalin to increase his control is not developed. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain and demonstrate an understanding of how the method helped Stalin to increase his control of the USSR. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

**The Purges**

- Stalin used terror to deal with political opposition. Kirov, the Leningrad party leader, was killed in 1934
- During the Great Purges, 1934–1938, one-fifth of all members of the Communist Party were expelled or killed
- ‘Show Trials’ removed the leading members of the Communist Party, for example, Zinoviev and Bukharin
- In 1938 and 1939 there were purges of the army, navy and air force and NKVD

- A climate of fear and suspicion existed in the USSR in the 1930s, known as the Great Terror. Up to 20 million Russians were sent to labour camps or gulags.

### **The Cult of Personality**

- At first, Stalin ensured that he was seen as Lenin's logical successor. This helped strengthen his position as leader
- Paintings and sculptures glorified Stalin
- Many songs and poems were written in Stalin's honour. Even the national anthem was changed to praise Stalin
- Stalin projected himself as the saviour of the USSR. He represented himself as being a great leader who had superhuman powers.

Any other valid point

[6]

- (d) How did Stalin's policy of Collectivisation affect the economy and the lives of peasants in the USSR between 1928 and 1939?

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

Award [0] for responses not worthy of credit

### **Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the effects on the economy and the lives of peasants in the USSR. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

### **Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the effects on the economy and the lives of peasants in the USSR. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

### **Level 3 ([7]–[9])**

Answers will explain the effects on the economy and the lives of peasants in the USSR, providing more accurate detail and analysis of the main consequences or effects of the event or issue. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- Under Collectivisation, individual farms were taken from the peasants and turned into state-owned collective farms called kolkhozy. By 1936 over 90% of the USSR’s farms were collectivised
- Kolkhozy were run by state officials who collected quotas of grain. Peasants sold quotas of food to the state at low prices
- 2500 Motor Tractor Stations were set up to organise the supply of machinery and seeds. This helped to modernise agriculture and increase production
- Collectivisation of agriculture caused turmoil and a high human cost as it was resisted by kulaks. They killed livestock and refused to plant crops. Between 1929 and 1933, two-thirds of all sheep and goats and half of all horses were killed
- Over 5 million kulaks were killed or sent to labour camps. In the Ukraine, up to 5 million people died in the famine between 1932 and 1934
- Agricultural production remained low and did not reach 1928 levels until World War Two. State procurement of grain did increase, allowing the USSR to feed the growing industrial workforce and buy equipment abroad.

Any other valid point

[9]

25

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

**7 Target AO1: Recall of knowledge**

(a) Below is a list of words linked to those who lost out during the economic boom of the 1920s:

Cotton	Overproduction	Tariffs	Sharecroppers	Strikes
--------	----------------	---------	---------------	---------

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

- (i) Lost their jobs and were forced to migrate from the Southern States Sharecroppers
- (ii) Organised by trade unions to force employers to increase wages Strikes [1]
- (iii) Industry in decline in the 1920s Cotton [1]
- (iv) Taxes placed on imports Tariffs [1]
- (v) Problem faced by agriculture in the 1920s Overproduction [1]

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

(b) Describe **two** ways in which the law on Prohibition was broken in the 1920s.

**Target AO1:** Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for responses not worthy of credit  
Able to identify one way with no description [1]  
Able to identify one way with limited description [2]  
Able to identify one way with detailed description [3]  
Apply above criteria to **each** way

Any **two** ways:

- The law was resented outside the Southern states and ways were found to get illegal alcohol. Moonshine, home-made alcohol of variable quality, was widely made 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, became widespread and profitable. In the 1920s, gangs, especially the Mafia, led by Al Capone, took control of bootlegging
- 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
- Only 2300 prohibition agents were employed to enforce the law. 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.
- Any other valid point [6]

(c) Below are two popular forms of entertainment in the USA in the 1920s.

Choose **one** and explain how it influenced the lives of young Americans during the 1920s.

The Cinema	Jazz Music
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of key features and characteristics of the period studied.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the form of entertainment chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how the area chosen influenced the lives of young Americans in the 1920s. Candidates give an account of the form of entertainment but will not develop its effects on the group chosen. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain how the area chosen influenced the lives of young Americans in the 1920s. Candidates demonstrate an understanding of the ways the form of entertainment influenced the lives of young Americans in the 1920s. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

## The Cinema

- The cinema became an important new element of social life. There were 100 million visits each week to the cinema. Silent movies dominated the output of the film industry in the 1920s
- Hollywood in Los Angeles became the centre of the USA film industry. Film stars, e.g. Rudolf Valentino and Clara Bow, influenced the fashion and lifestyle of young people. The Hays Code in 1928 tried to ensure that films were of a suitable moral quality
- Flappers (fashionable young women) smoked, wore short skirts and held liberal attitudes to relationships. Going to the cinema was part of the new lifestyle changes in the USA in the 1920s.

## Jazz Music

- Jazz music became very popular among young people. New daring dances like the Charleston were criticised by churches and conservative groups
- Jazz music was linked to the speakeasies. Drinking alcohol and dancing became a popular part of social lives of many young people
- Jazz music opened up opportunities for jazz musicians and singers to gain fame and make money. Louis Armstrong and Billie Holiday became famous in the 1920s.

Any other valid point

[6]

**(d)** How did Black Americans face problems in the USA during the 1920s?

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

Award **[0]** for responses not worthy of credit**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the problems faced by Black Americans. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main problems faced by Black Americans. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- Most Black Americans in the Southern states were denied equal rights by laws passed by state governments called the Jim Crow Laws. The principle of the Jim Crow Laws was segregation. Black Americans had separate schools, housing and churches. They used separate public amenities, e.g. buses, parks and cinemas
- The 'Grandfather Clause' was used to deny Blacks the right to vote if their grandfather was a slave. The Literacy Act was used to deny Blacks the vote as illiteracy rates for Blacks were high
- Blacks were unable to sit on juries and did not have equal access to the law
- The Ku Klux Klan (KKK) became strong in the Southern states with 5 million members in 1925. It used violence and intimidation to ensure the supremacy of the WASPS, e.g. preventing Black Americans from voting or buying property. Over 400 Blacks were killed or lynched by the KKK in the 1920s
- Black sharecroppers and farm labourers were badly affected by the slump in agricultural prices, especially cotton. More than 1.5 million Blacks migrated to the industrial cities in the north, where most did poorly-paid work and lived in ghettos.

Any other valid point

[9]

25

**8 Target AO1:** Recall of knowledge

(a) Below is a list of words linked to the Dust Bowl during the Great Depression:

Evictions	Drought	The Grapes of Wrath	Oklahoma	California
-----------	---------	---------------------	----------	------------

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

- (i) Important novel describing life in the Dust Bowl The Grapes of Wrath
- (ii) State in the USA to which thousands migrated during the Great Depression California [1]
- (iii) Cause of the Dust Bowl Drought [1]
- (iv) Forced removal of farmers by banks Evictions [1]
- (v) State in the USA badly affected by the Dust Bowl Oklahoma [1]

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

(b) Describe **two** causes of the Wall Street Crash, October 1929.

**Target AO1:** Recall, select and communicate knowledge to demonstrate understanding of the past.

Award [0] for causes not worthy of credit  
Able to identify one cause with no description [1]  
Able to identify one cause with limited description [2]  
Able to identify one cause with detailed description [3]  
Apply above criteria to each cause

Any **two** causes:

- Share speculation was a major cause of the Wall Street Crash. More people began to speculate or invest in companies for short-term profit. Americans were confident that the economic boom would continue
- Between 1927 and 1929, over one million Americans became share speculators. The value of shares was pushed higher than company profits, e.g. Radio shares increased from 94c in March 1928 to 505c in September 1929
- The lack of regulation of the banking system in the USA was a major cause of the Wall Street Crash. Speculators and stock brokers bought shares 'on the margin' by borrowing 90% of the share price from banks. Banks also used savers' deposits to buy shares for short-term profit
- This system could only continue if share prices kept increasing. These small investors could not pay back loans to the banks if share prices fell. Many speculators were unable to repay debts. The pressure from banks on investors to repay triggered the panic selling of shares that led to the Wall Street Crash of October 1929.

Any other valid point [6]

(c) Below are two effects of the Great Depression on the lives of Americans.

Choose **one** effect and explain how it affected the lives of Americans during the Great Depression.

The Bonus Army Protest	Hoovervilles
------------------------	--------------

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

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the effect chosen or comments which could apply to either. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how the effect chosen affected the lives of Americans during the Great Depression. Candidates give an account of the action but will not develop how it affected the lives of Americans. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain how the effect chosen affected the lives of Americans during the Great Depression. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

The Bonus Army Protest

- Many of the unemployed were veterans who had fought in the US army in World War One
- 15 000 World War One veterans and their families were experiencing great hardship and wanted early payment of a bonus promised by the federal government
- The Bonus Army went to Washington in July 1932 to persuade Hoover to pay this bonus early. Hoover used the army to forcibly disperse the marchers and their families.

## Hoovervilles

- Thousands of unemployed who could not pay their rent or mortgage were evicted
- Homelessness was a major consequence of the Great Depression. The unemployed and homeless built makeshift houses close to the soup kitchens
- Shanty towns, sarcastically called 'Hoovervilles', became common. These consisted of cardboard and tin huts and were found at the edge of most cities.

Any other valid point

[6]

- (d) How did President Hoover deal with the effects of the Great Depression on the unemployed and farmers between 1929 and 1932?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the issue or event studied. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the effects of the Great Depression. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the ways in which President Hoover dealt with the effects of the Great Depression. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- In 1929 Hoover cut taxes by \$130 million to help stimulate investment. This had little effect
- In 1930 the Hawley-Smoot Act increased tariffs by 50%. This aimed to protect American industry and jobs but world trade slowed down as other countries retaliated. This worsened the problems of overproduction and falling prices faced by farmers
- In 1931 the federal government provided \$423 million for a building programme to provide new jobs, e.g. the scheme to build the Hoover

Dam on the Colorado River. The money provided was not enough to reverse the increased level of unemployment

- In 1931 Hoover set up the Reconstruction Finance Corporation. The federal government loaned \$1500 million to help banks and businesses in difficulty. This was seen by many as too little too late and a desperate attempt to win support in the presidential election
- In 1929 Hoover set up the Farm Board with a budget of \$500 million to buy up surplus farm produce and help farmers. The increase in tariffs had a negative effect on agriculture. These actions did little to reverse the problems of falling prices faced by farmers, as farm income fell from \$13 billion to \$7 billion between 1929 and 1932
- Little action was taken to help farmers who were evicted from their farms or to help farmers in the Midwest affected by the Dust Bowl.

Any other valid point

[9]

25

**9 Target AO1:** Recall of knowledge

(a) Below is a list of words linked to the American economy and World War Two, 1939–1941:

Cash and Carry	Conscription	Rearmament	Isolationism	Lend-Lease
----------------	--------------	------------	--------------	------------

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

- (i) Policy of the USA in the 1930s that prevented involvement with other countries Isolationism
- (ii) Allowed the US economy to benefit by selling weapons to any country Cash and Carry [1]
- (iii) Many unemployed young men joined the army Conscription [1]
- (iv) Allowed Britain to get weapons from the USA and pay later Lend-Lease [1]
- (v) \$10 billion given by the US government to make weapons Rearmament [1]

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

(b) Describe **two** actions taken by President Roosevelt to lower unemployment in the USA between 1933 and 1939.

**Target AO1:** Recall, select and communicate knowledge to demonstrate understanding of the past.

- Award [0] for responses not worthy of credit
- Able to identify one action with no description [1]
- Able to identify one action with limited description [2]
- Able to identify one action with detailed description [3]
- Apply above criteria to each action

Any **two** actions:

- Reducing unemployment was a central aim of Roosevelt’s New Deal. The Public Works Administration (PWA) provided 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 (WPA) led by Harold Hopkins provided over two million jobs each year. It had a much wider range of projects, e.g. work for photographers, actors and painters. By 1937 over 20% of American workers were employed on WPA schemes. It was criticised for creating ‘Boondoggles’ or jobs of limited economic value

- The Civilian Conservation Corps provided work on environmental and conservation work for up to 2.5 million young men under 23. They were given free food, \$1 per day and lived in 13 000 CCC camps all over the USA.

Any other valid point [6]

- (c) Below are two New Deal agencies set up by President Roosevelt to help agriculture and the lives of farmers after 1933.

Choose **one** agency and explain how it helped agriculture and the lives of farmers.

The Agricultural Adjustment Administration (AAA)	The Tennessee Valley Authority (TVA)
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of key features and characteristics of the period studied.

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

**Level 1 ([1]–[2])**

Answers will be general statements with little specific content. Comments are unsupported statements about the actions taken by the chosen agency. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will describe but not explain how the actions taken by the chosen agency helped agriculture and the lives of farmers between 1933 and 1939. Candidates give an account of the action but will not develop its effects on the group chosen. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

Answers will explain how the actions of the chosen agency helped agriculture and the lives of farmers between 1933 and 1939. Candidates demonstrate an understanding of the way the chosen agency helped agriculture and the lives of farmers. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

The Agricultural Adjustment Administration (AAA)

- The Agricultural Adjustment Administration (AAA) dealt with the

- problems of over-supply and low prices
- Compensation was paid to farmers to reduce the amount of crops sown and animals bred. Six million piglets were killed and millions of acres of cotton and wheat were ploughed up. By 1939 food prices increased and farm income doubled
- The AAA helped farmers but did little to help the share croppers. Many were evicted and replaced by machinery bought with federal government money.

The Tennessee Valley Authority (TVA)

- The lives of farmers living in the Tennessee Valley were changed by the Tennessee Valley Authority (TVA), set up in 1933. The TVA covered an area of 40 000 sq miles, covering seven states with a population of over two million
- This area had been badly affected by soil erosion and flooding. The TVA built 33 dams on the Tennessee River which stopped flooding and provided cheap hydroelectric power
- The TVA ended soil erosion and improved the quality of the soil. Irrigation schemes were set up and new forests were planted which allowed agriculture to be regenerated
- The TVA indirectly helped agriculture by developing industry in the area, e.g. paper mills and food processing plants were set up. Most of the new work force had been farmers or farm labourers.

Any other valid point

[6]

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

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

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

#### **Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main groups and individuals studied. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

#### **Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the main groups and individuals studied. There may be omissions and lack of focus on explanation. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

#### **Level 3 ([7]–[9])**

Answers will explain the issue studied, providing more accurate detail and analysis of the main groups and individuals. Writing communicates

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

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

**Indicative Content**

- The Supreme Court was the guardian of the constitution. The Supreme Court declared that eleven of Roosevelt’s New Deal agencies were unconstitutional
- In 1935 the Supreme Court found the NRA codes unconstitutional in the Sick Chickens case. In 1936 the Supreme Court declared sixteen AAA codes unconstitutional
- The Republican Party opposed Roosevelt in elections for the President and Congress. In 1936, over 16 million voted for the Republicans in elections for the President and Congress
- In 1934, business leaders formed the Liberty League to oppose Roosevelt and the New Deal in the presidential and Congressional elections
- Senator Huey Long put forward a radical ‘Share Our Wealth’ scheme that would take money from the banks and millionaires and distribute it among the poor
- Dr Townsend wanted an old age pension of \$200 per month funded by federal government from a tax on goods sold
- Fr Charles Coughlin, a Catholic priest, used his sermons and radio broadcasts to criticise Roosevelt’s New Deal. He won much support for radical plans to nationalise banks and introduce a minimum wage.

Any other valid point

[9]

25

**Section A**

**50**

## Section B

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

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

- 10 (a)** Below is a list of questions on relations between Britain, Northern Ireland and Ireland between 1932 and 1949.

Write your answer to **each** question in the space provided.

**Target AO1:** Recall of knowledge.

- |              |  |                          |     |
|--------------|--|--------------------------|-----|
| <b>(i)</b>   | An aircraft factory in Belfast which helped the British war effort | <u>Short and Harland</u> | [1] |
| <b>(ii)</b>  | Name used to describe Berehaven, Lough Swilly and Cobh up to 1938  | <u>The Treaty Ports</u>  | [1] |
| <b>(iii)</b> | Title given to the Irish Prime Minister after 1937                 | <u>Taoiseach</u>         | [1] |
| <b>(iv)</b>  | The Prime Minister of Britain at the start of the Second World War | <u>Chamberlain</u>       | [1] |

**[1]** mark for each correct answer.

If no answer is correct award **[0]**

- (v)** Write down **one** result of the Anglo-Irish Agreements of 1938.

Any **one** of the following:

- The Economic War came to an end
- The three Treaty Ports were returned
- Éire agreed to pay £10 million to resolve the land annuities question
- All duties imposed by Britain and Éire were removed.

Any other valid point [1]

- (vi)** Write down **one** reason for opposition to the introduction of the Welfare State in Northern Ireland.

Any **one** reason:

- The Unionist government was worried about the cost
- Many were worried about Labour's socialism
- The government at Stormont feared a loss of power to London
- Some doctors were worried it would limit their freedom.

Any other valid point [1]

(b) This question is about the Economic War, 1932 to 1938.

Study **Sources A and B** and answer the questions which follow.

(i) Using **Source A**, give **two** causes of the Economic War between the Irish Free State and Britain in the 1930s.

**Target AO3:** Understand source material as part of an historical enquiry.

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

Limited accurate reference to Source A [1]

Accurate reference to Source A [2]

Apply criteria for any **two** causes

Answers may include some of the following:

- Irish farmers resented paying land annuities to the British government
- The British government had abolished land annuities for the farmers in Northern Ireland
- Many farmers in the Irish Free State felt that they should be treated the same as farmers in Northern Ireland.

Any other valid point [4]

(ii) Using **Sources A and B** and **your own knowledge**, describe how the Economic War affected life in Éire between 1932 and 1938.

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

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

**Level 1 ([1]–[3])**

Answers at this level will be limited and may not directly address the question. Answers may simply extract information from source(s) but there will be little or no attempt to describe the sources in relation to the question. There may be limited or no use of own knowledge.

**Level 2 ([4]–[6])**

Answers at this level will begin to describe how the Economic War affected life in Éire between 1932 and 1938 using Sources A and B. There will be some own knowledge to support answer.

**Level 3 ([7]–[10])**

Answers at this level will offer a full description of how the Economic War affected life in Éire between 1932 and 1938 using Sources A and B. Accurate own knowledge will be used to support answer.

**([3]) AO1 ([7]) AO3**

Answers may include some of the following information from Sources A and B:

- Irish farmers lost money because they could not sell their cattle to Britain (Source A)
- The Irish economy and industries did not develop because de Valera put taxes on British goods such as coal (Source B)
- Irish farmers were worst affected (Source B).

Answers may include some of the following own knowledge:

- Irish farmers were affected badly with the loss of markets for their agricultural produce. Demand for cattle fell, resulting in many cattle farmers going bankrupt
- There was a big drop in beef prices in Ireland and dairy exports to Great Britain. This led to overproduction at home and consequent slaughter of cattle. The government increased taxes to compensate farmers. There was a decline in rural living standards
- Irish farmers lost millions of pounds because they could find no markets for their goods during a period of worldwide economic depression
- Production of peat, wheat and sugar beet was encouraged by the Irish government.

Any other valid point [10]

- (c) This question is about post war relations between the Republic of Ireland, Britain and Northern Ireland.

In what ways did the Declaration of the Republic and the Ireland Act, 1949, affect relations between the Republic of Ireland, Britain and Northern Ireland?

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

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[4])**

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

#### **Level 2 ([5]–[8])**

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

#### **Level 3 ([9]–[12])**

Answers will be well informed and provide an accurate, well-developed

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

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

Answers may include some of the following:

- Britain accepted the Declaration of the Republic calmly as the last stage in removing Britain's links with Éire, though Attlee expressed sadness at the decision
- Attlee recognised the special links between the two countries
- Irish citizens did not require a passport or work permit to live in Britain and could vote in British elections
- Britain introduced the Ireland Act in 1949 to recognise the Declaration of the Republic and gave a constitutional guarantee to Northern Ireland
- A royal visit to Belfast in 1949 symbolised Northern Ireland's close ties with Great Britain
- Northern Ireland's nationalists felt isolated after 1949 as a disadvantaged group in a unionist-controlled state with little chance of achieving a united Ireland.

Any other valid point

[12]

- (d)** This question is about the effects of the Second World War on the lives of people in Northern Ireland.

Explain how the Second World War affected the lives of people in Northern Ireland between 1939 and 1945.

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

- Threat of Conscription and Enlistment
- Blackouts, Rationing and Evacuation
- The Belfast Blitz

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

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

### **Level 1 ([1]–[6])**

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

### **Level 2 ([7]–[12])**

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of how the Second World War affected the lives of people in Northern Ireland between 1939 and 1945. Writing communicates ideas using historical terms

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

### **Level 3 ([13]–[18])**

Answers will use all of the paragraph headings and will provide a clear and accurate explanation and analysis of how the Second World War affected the lives of people in Northern Ireland between 1939 and 1945. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

Answers may include some of the following:

#### **Conscription and Enlistment**

- Unionists supported conscription after its introduction in Britain in April 1939. There was a belief that since Northern Ireland was part of the UK, conscription should be introduced
- Most nationalists were opposed to conscription. De Valera informed the British Government of his opposition to conscription
- In 1941 Churchill planned to introduce conscription to Northern Ireland. This was backed by Stormont but was blocked by the British Cabinet
- In May 1941 large scale nationalist protests were held in Belfast that showed opposition to conscription.
- It is estimated that close to 40 000 people from Northern Ireland joined one of the services. Many who joined up served with distinction.

#### **Blackouts, Rationing and Evacuation**

##### **Blackouts**

- People were not allowed to show light from their windows, so heavy curtains had to be used
- Cars, buses and bicycles could not show anything more than a very dim light
- Blackouts were routinely ignored
- Attempts were made to close cinemas

##### **Rationing**

- By 1941, goods such as fresh meat and dairy produce became more difficult to get
- Goods such as sugar, butter, eggs and later bread were rationed. Imported foods like bananas and oranges were very scarce and regarded as luxuries
- Fuel shortages had an impact on the use of cars so more public transport was used as a result

##### **Evacuation**

- In July 1940 local evacuation plans were launched – only 7000 out of a possible 70 000 children were evacuated from Belfast
- John MacDermott, Northern Ireland's Minister of Public Security, organised efforts to evacuate children from Belfast.

**The Belfast Blitz**

- Belfast experienced four major German air raids in 1941
- Raids on 15–16 April caused serious damage and heavy casualties. Emergency services in Belfast could not cope
- Over 50% of the houses in Belfast were damaged or destroyed and nearly 1000 people were killed
- The bombing of the shipyards and aircraft factory meant that industrial production did not return to normal for six months
- Large numbers of people fled from Belfast. Ten thousand officially crossed into Éire
- The government of Éire sent 13 fire engines and 71 firemen to assist in fighting the fires in Belfast.

Any other valid point

[18]

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

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

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

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

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

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

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

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

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

[5]

55

## Section B

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

- 11 (a)** Below is a list of questions on relations between Britain, Northern Ireland and the Republic of Ireland between 1965 and 1985.

Write your answer to **each** question in the space provided.

**Target AO1:** Recall of knowledge.

- |   |                       |     |
|---|-----------------------|-----|
| <b>(i)</b> The year in which the Battle of the Bogside took place                   | <u>1969</u>           | [1] |
| <b>(ii)</b> The Irish Taoiseach who visited Northern Ireland in 1965                | <u>Seán Lemass</u>    | [1] |
| <b>(iii)</b> The year in which the Anglo-Irish Agreement was signed at Hillsborough | <u>1985</u>           | [1] |
| <b>(iv)</b> The unionist Prime Minister of Northern Ireland in 1972                 | <u>Brian Faulkner</u> | [1] |

**One mark for each correct answer.**

**If no answer is correct award [0]**

- (v)** Write down **one** action taken by Terence O’Neill to improve the economy of Northern Ireland in the 1960s.

Any **one** of the following:

- O’Neill invested £900 million in the economy
- He established a new city called Craigavon
- A new university was established at Coleraine
- O’Neill attracted new multinational firms to Northern Ireland.

Any other valid point [1]

- (vi)** Write down **one** reason why the Provisional IRA was formed.

Any **one** reason:

- During the summer of 1969, the slogan “I Ran Away” appeared in nationalist areas. The IRA was accused of not defending Catholics
- There was a feeling that the Official IRA was too soft. Some of the IRA broke away to form the Provisional IRA
- The Provisional IRA aimed to achieve a united Ireland through violence
- It aimed to achieve civil rights for nationalists, drive British troops out of Ireland and destroy the Stormont government.

Any other valid point [1]

(b) This question is about the Hunger Strikes of 1980 and 1981.

Study **Sources A and B** and answer the questions which follow.

(i) Using **Source A**, give **two** reasons why republican prisoners went on hunger strike in 1980 and 1981.

**Target AO3:** Understand source material as part of an historical enquiry.

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

Limited accurate reference to Source A [1]

Accurate reference to Source A [2]

Apply criteria for any **two** reasons

Answers may include some of the following:

- Source A states that republican prisoners went on hunger strike ‘demanding to be treated as political prisoners rather than as ordinary criminals’
- 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.

Any other valid point

[4]

(ii) Using **Sources A and B** and **your own knowledge**, describe how nationalists and the British government reacted to the hunger strikes.

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

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

#### **Level 1 ([1]–[3])**

Answers at this level will be limited and may not directly address the question. Answers may simply extract information from source(s) but there will be little or no attempt to describe the sources in relation to the question. There may be limited or no use of own knowledge.

#### **Level 2 ([4]–[6])**

Answers at this level will begin to describe how nationalists and the British government reacted to the hunger strikes using Sources A and B. There will be some own knowledge to support answer.

#### **Level 3 ([7]–[10])**

Answers at this level will offer a full description of how nationalists and the British government reacted to the hunger strikes using Sources A and B. Accurate, outside knowledge will be used to support answer.

**([3]) AO1 ([7]) AO3**

Answers may include some of the following from Sources A and B:

- Source B shows that nationalists supported 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
- Source A discusses how the British Government was determined not to give in to the hunger strikers' demands or treat republican prisoners as political prisoners
- Source A states that Margaret Thatcher's approach increased support for the IRA.

Answers may include some of the following own knowledge:

- The Hunger Strike of 1981 gained huge publicity and much support from nationalists in Northern Ireland and elsewhere, especially when Bobby Sands won the Fermanagh-South Tyrone by-election
- Nationalists were angered at what they saw as the insensitive approach of the British government. Claims were made that the government attempted to force-feed the hunger strikers
- Violence increased. Sixty-one people were killed during the 1981 Hunger Strike
- Nationalists showed their support for the hunger strikers' beliefs when Gerry Adams was elected MP for West Belfast in 1983
- Sinn Féin's vote in the 1983 elections increased significantly. Sinn Féin was campaigning for issues that had been supported by the hunger strikers
- After the 1981 Hunger Strike some concessions were given to republican and loyalist prisoners, for example, they were allowed to wear their own clothes and to have a greater number of prison visits.

Any other valid point

[10]

(c) This question is about power-sharing in Northern Ireland, 1973–1974.

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

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of 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. Limited relevant detail will be included. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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

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

Answers may include some of the following:

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

Any other valid point

[12]

- (d) This question is about the civil rights movement in Northern Ireland in the 1960s.

Explain how the civil rights movement tried to gain civil rights for people in Northern Ireland in the 1960s.

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

- Aims of Northern Ireland Civil Rights Association (NICRA) and People's Democracy (PD)
- Methods used by NICRA
- Methods used by PD

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

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

**Level 1 ([1]–[6])**

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([7]–[12])**

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of the civil rights movement. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([13]–[18])**

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of the civil rights movement. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

Answers may include some of the following:

**Aims of Northern Ireland Civil Rights Association (NICRA) and People's Democracy (PD)**

- “One man one vote” and the removal of extra votes for businesses
- The fair allocation of council houses
- An end to gerrymandering which was the manipulation of council boundaries. This ensured unionist majorities in council elections
- An end to discrimination in the allocation of government jobs
- The removal of the Special Powers Act which allowed, among other things, internment
- The disbanding of the B-Specials, an entirely Protestant force with an anti-Catholic reputation
- A formal complaints procedure against local authorities
- People's Democracy had aims which were broadly similar to those of NICRA.

Any other valid point

**Methods used by NICRA**

- There was a housing protest in Caledon Co. Tyrone, led by Nationalist MP Austin Currie, in protest at one instance of unfair housing allocation by the Dungannon rural district council
- A NICRA march went from Coalisland to Dungannon in August 1968 to highlight the housing situation
- A NICRA march took place in Derry/Londonderry in October 1968. This was banned, but went ahead anyway, passing through some Protestant areas. There were clashes between the RUC and the marchers
- Attempts were made to get publicity, for example, the NICRA march in

- Derry/ Londonderry was filmed by an RTE television crew
- Marchers carried placards showing their demands. They also sang protest songs borrowed from the US civil rights movement.
- Any other valid point

**Methods used by PD**

- A PD march from Belfast to Derry/Londonderry took place in January 1969
- The PD ignored condemnation from the civil rights movement and nationalist leaders
- The march went through a number of Protestant areas
- Violence erupted after a confrontation at Burntollet Bridge.

Any other valid point [18]

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

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

Award [0] for responses not worthy of credit.

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

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

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

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

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

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision. [5]

**Section B**

**Total**

55

55

105