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**General Certificate of Secondary Education  
2011**

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## **History**

Unit 1: Studies in Depth

Higher Tier

**[GHY12]**

**WEDNESDAY 1 JUNE, MORNING**

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# **MARK SCHEME**

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

- (a) Give **two** ways in which Germany was affected by the Treaty of Versailles.

**Target AO1:** Recall of knowledge

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

Any **two** ways:

- Germany had to accept responsibility for starting the war and had to pay £6,600 million in reparations to pay for war damage
- Germany also lost 10% of its land, including territories like Posen, West Prussia and Alsace-Lorraine
- the land lost contained 16% of Germany's coalfields and half its iron and steel industry
- the Treaty had placed limits on the size of the German armed forces. The army was restricted to 100,000 soldiers, only six battleships were allowed and there was to be no airforce

Any other valid point.

[2]

- (b) How did Hitler and the Nazis try to win support between 1919 and 1923?

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

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

**Level 1 ([1])**

Answers will address the question in a general way. Limited relevant detail will be included. Spells, punctuates and uses the rules of grammar with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spells, punctuates and uses the rules of grammar with some accuracy.

**Level 3 ([4]–[5])**

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

## Indicative Content

- the Nazis had been formed after the First World War. With Hitler as leader, they began to organise themselves into a proper political party when the Twenty-Five Point programme was launched in 1920. This laid out Nazi ideas such as lebensraum, anti-Semitism and strong government
- the SA was formed as a military wing of the party and the swastika was adopted as the symbol of the party
- they were based in only one small area of Germany – Bavaria – but aimed to gain more widespread recognition
- along with General Ludendorff and some members of the SA Hitler entered a beer hall in Munich where the Bavarian government leaders were holding a meeting in November 1923
- he asked Von Kahr and Von Lossow to support him on a march from Munich to Berlin to take power in a putsch in November 1923. They agreed as they were afraid of what the Nazis might do
- although they agreed to meet Hitler the following day, they actually told the Bavarian police about the planned putsch. When the crowd gathered the following day they were fired upon. Sixteen Nazis were killed and many more, including Hitler, were arrested

Any other valid point.

[5]

- (c) How did the actions of Weimar politicians between 1929 and January 1933 help Hitler to become Chancellor of Germany?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- when the Wall Street Crash in the USA led to the withdrawal of loans to Germany and demands for repayments, an economic depression began in the country
- the Weimar government couldn't decide how to deal with this

- Müller wanted to raise unemployment benefit but couldn't get a majority in the Reichstag to pass this and had to resign
- when Brüning became Chancellor of Germany he made unpopular decisions such as cutting benefits and raising taxes. He was forced to use Article 48 to get new laws passed
- crisis continued – unemployment reached a high of six million and German people lost faith in the ability of the government to deal with the crisis
- Hitler and the Nazis won 37.3% of the vote in the July 1932 elections but Hindenburg would not allow Hitler to become Chancellor
- von Papen and then von Schleicher became Chancellor in 1932. Both had to use Article 48 to pass new laws. 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) Explain how Germany suffered from social and economic problems up to 1923 and how it had begun to recover by the end of 1924. In your answer refer to the bullet points and use other relevant knowledge.

- Hyperinflation crisis of 1923
- Actions of Gustav Stresemann

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

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[4])**

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

#### **Level 2 ([5]–[8])**

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

#### **Level 3 ([9]–[12])**

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

## Indicative Content

## Hyperinflation crisis of 1923

- German economy had already been suffering as a result of the aftermath of World War One, the loss of resources due to the Treaty of Versailles and the reparations payments that had to be made
- German Government failed to keep up with reparations payments so French invaded the Ruhr area to take goods from the Germans instead of money
- German Government ordered passive resistance so there would be nothing for the French to take
- government still had to pay striking workers so printed extra money to do this
- government continued to print extra money with no gold to back it up. This led to hyperinflation
- many people lost savings
- those on fixed incomes such as pensions suffered as the money they received didn't keep pace with inflation
- people with loans benefited as they could pay them off easily
- many people bartered goods rather than using money
- people were often paid twice daily

## Actions of Gustav Stresemann

- 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
- 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.

[12]

25

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

- (a) Give **two** ways in which the Nazis consolidated their power in 1933.

**Target AO1:** Recall of knowledge

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

Any **two** ways:

- Law for the Protection of People and State gave emergency powers to have anyone suspected of plotting against the government arrested and imprisoned without trial
- Enabling Law allowed Hitler to pass laws without consulting the Reichstag or President for four years
- trade unions were banned
- a One-party State was established in July 1933

Any other valid point.

[2]

- (b) How did Hitler and the Nazis change the lives of women between 1933 and 1939?

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

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

**Level 1 ([1])**

Answers will address the question in a general way. Limited relevant detail will be included. Spells, punctuates and uses the rules of grammar with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spells, punctuates and uses the rules of grammar with some accuracy.

**Level 3 ([4]–[5])**

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

Indicative Content

- professional women had to give up their jobs
- women were discouraged from dieting and smoking as these may have interfered with childbirth
- the Motherhood Cross was introduced for women who had a lot of children – bronze for four, silver for six, gold for eight
- newly-married couples were given a loan of 1,000 marks – for each child they had they could keep 250 marks
- Lebensborn were established where single women could become pregnant

- women were encouraged to dress traditionally and go without make-up

Any other valid point.

[5]

- (c) How did the actions of Hitler and the Nazis affect the lives of Jews between 1933 and 1939?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

Indicative Content

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

Any other valid point.

[6]

- (d) Explain how the Nazis tried to change the German economy and the lives of workers between 1933 and 1939. In your answer refer to the bullet points and use other relevant knowledge.
- Actions to reduce unemployment
  - The lives of workers

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

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

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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

Indicative Content

Actions to reduce unemployment

- the Nazis needed workers to make Germany self-sufficient and to prepare for war
- professional women and Jews were sacked from their jobs but were not included on the unemployment register. Their jobs could be taken by German men
- RAD was established and was compulsory for all men aged 18–25. They had to carry out work for the state such as road building and tree planting for a very small amount of money
- conscription was introduced
- new jobs were created in factories making weapons
- the Nazis wanted to make the German economy self-sufficient. New jobs were created in factories making substitute goods, e.g. oil from coal



The lives of workers

- during the 1920s and early 1930s the activities of trade unions meant that there were many strikes and bosses found it hard to control their workers
- therefore trade unions were abolished and replaced with the DAF
- workers had to work longer hours and were not allowed to leave their jobs without permission. Wages were fixed by the government
- rent and price controls were introduced
- incentives were offered to workers through Strength through Joy (KDF) programme, e.g. cheap holidays
- Beauty of Labour was introduced to improve workplaces with things like better lighting and washing facilities

Any other valid point.

[12]

25

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

(a) Give **two** aims of Hitler's foreign policy.

**Target AO1:** Recall of knowledge

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

Any **two** ways:

- break the Treaty of Versailles
- restore German military power
- gain lebensraum in Eastern Europe
- create Grossdeutschland by bringing all German-speaking territories together

Any other valid point.

[2]

(b) How was Hitler able to invade Poland in 1939?

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

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

**Level 1 ([1])**

Answers will address the question in a general way. Limited relevant detail will be included. Spells, punctuates and uses the rules of grammar with limited accuracy.

**Level 2 ([2]–[3])**

Answers will include more detail linked to the question. Spells, punctuates and uses the rules of grammar with some accuracy.

**Level 3 ([4]–[5])**

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

**Indicative Content**

- Hitler hated the Polish corridor as it divided German territory in two. He wanted the land but was afraid of having to fight a war on two fronts as Britain had promised to help Poland and Russia also wanted Polish territory
- he therefore signed the Nazi-Soviet Pact with Russia. The two countries agreed not to go to war with each other for 10 years and they would divide Poland up between them
- the Nazis invaded Poland on 1 September 1939. Britain gave Hitler an ultimatum – either withdraw or war will be declared

- Hitler ignored this and so Britain did declare war in September but didn't become involved immediately. This gave the German army the opportunity to use their Blitzkrieg methods to take over the western side of the country quickly. The entire country was taken by 6 October 1939

Any other valid point.

[5]

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

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

Answers will address the question in a general way. Limited relevant detail will be included. Spells, punctuates and uses the rules of grammar with limited accuracy.

**Level 2 ([3]–[4])**

Answers will include more detail linked to the question. Spells, punctuates and uses the rules of grammar with some accuracy.

**Level 3 ([5]–[6])**

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

Indicative Content

- in 1933 Hitler pulled out of the disarmament conference and the League of Nations, stating that if other countries were not going to lower their level of weapons, there was no point in trying to co-operate with them
- announced conscription in 1935 and brought numbers in army up to 400,000 by 1936
- military spending grew from 3 billion marks in 1933 to 9 billion marks by 1935
- opened many arms factories to produce weapons and ammunition
- battleships and submarines were built
- signed Anglo-German Naval Agreement in 1935 allowing Germany's navy to reach 35% of the size of the British navy
- Luftwaffe was created
- sent 14,000 soldiers and 22,000 police into the Rhineland in 1936

Any other valid point.

[6]

(d) Explain how Hitler increased his control in Europe from 1938 to March 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Austria
- Sudetenland and Czechoslovakia

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

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

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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

Indicative Content

Austria

- the Nazis had made a previous attempt to gain control of Austria in 1934 but Mussolini had stepped in. By 1938 Germany and Italy were now allies so Hitler felt confident about taking over Austria with no opposition
- Austrian Nazis began to put pressure on the government. The Austrian leader Schuschnigg asked for foreign help to withstand this pressure but none was forthcoming
- Hitler forced Schuschnigg to appoint the Austrian Nazi leader, Seyss-Inquart as Minister of the Interior
- Schuschnigg tried to hold a referendum on whether Austria should join with Germany. Hitler was furious and Schuschnigg was forced to resign
- Seyss-Inquart became the new Austrian Chancellor and invited the German troops into the country to restore order

### Sudetenland and Czechoslovakia

- the Sudeten Nazis under their leader, Henlein, stirred up trouble and claimed that the Czechs were mistreating the Germans living there
- Hitler stated that he would declare war if the areas of the Sudetenland that were more than 50% German were not given to Germany
- Chamberlain, the British Prime Minister, flew to Germany to meet Hitler. Hitler then raised his claim to all of the Sudetenland and there were worries that war would break out after all
- however, Britain was following a policy of appeasement at this time. At a second meeting Chamberlain, along with Daladier, the French leader and Mussolini, the Italian leader agreed to give Hitler all of the Sudetenland
- as a result of Germany annexing the Sudetenland, Czechoslovakia had lost all its defences to the north. Hitler was able to invade the rest of Czechoslovakia easily
- took Bohemia and Moravia in March 1939 before moving on to Slovakia. This was the first time Hitler had taken over territory that had never been German
- although Hitler had broken the Munich Agreement, Britain and France still did not stop him. They did give a guarantee to Poland, however, promising to step in if it was invaded

Any other valid point.

[12]

25

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

(a) Give **two** results of the July Days, 1917.

**Target AO1:** Recall of knowledge

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

Any **two** ways:

- the Provisional Government had enough support and loyalty of the army to crush the July Days
- the morale of the Provisional Government improved
- Kerensky replaced Prince Lvov as Prime Minister and attempted to reassert the Provisional Government's authority
- the Bolsheviks were discredited
- their leaders were arrested and Lenin fled to Finland
- they were branded as traitors and agents of Germany
- the Bolshevik newspapers were closed down

Any other valid point.

[2]

(b) How did Tsarina Alexandra become unpopular in Russia by February 1917?

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

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

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

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

**Level 3 ([4]–[5])**

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

## Indicative Content

- after Tsar Nicholas II became commander-in-chief of the army in 1915, he left control of the government to Tsarina Alexandra. This had a negative effect as Alexandra displayed little political skill. Alexandra was rigid in enforcing autocracy and refused to cooperate with the Duma
- she sacked 36 government ministers between 1915 and 1916. This “ministerial leapfrogging” destabilised the government
- Alexandra was unpopular and under the influence of Rasputin, a disreputable monk. There were rumours of an affair between them and this damaged Alexandra’s reputation. Alexandra’s rule also alienated the nobility who resented being sidelined as the Tsar’s main advisers by Rasputin
- Alexandra was distrusted because she was German and was accused by some of being a spy and damaging Russia’s war effort

Any other valid point.

[5]

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

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- World War One had a negative effect on the lives of all sections of Russian society. The number of workers in cities increased from 22 to 28 million. They worked long hours and there was harsh discipline in the heavy engineering factories producing munitions
- by 1916 there was a decline in living standards due to inflation. Wages failed to keep up with inflation which was 400% by the end of 1916. Inflation wiped out savings of the middle-class and had a negative effect on all sections of society

- supplying the army was the main priority. There was a shortage of food and fuel, especially in Petrograd and Moscow. Meat prices increased by 300%. By the end of 1916 there was only  $\frac{1}{2}$  food and  $\frac{1}{3}$  fuel requirements in these cities
  - by early 1917 many factories were forced to close due to shortages of coal largely due to a breakdown in the transport system. Thousands were unemployed, cold and hungry
  - 13 million men, mainly peasants, were conscripted to the army. Most of the eight million casualties (killed, wounded or taken prisoner) were peasants. Morale decreased and desertion rates increased. The Russian army was termed “peasants in uniform”
  - horses were seized which were essential for farm work. Women and the old were left to do the farm work. There was a shortage of farm labourers and production decreased. Inflation increased and peasants hoarded food. By the end of 1916 grain-growing areas had a glut of wheat while bread queues were common in the cities
- Any other valid point. [6]

- (d) Explain why the Provisional Government lost power in Russia between February and October 1917. In your answer refer to the bullet points and use other relevant knowledge.
- Weaknesses and mistakes of the Provisional Government
  - Actions of Lenin and the Bolsheviks

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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



### Indicative Content

#### Weaknesses and mistakes of the Provisional Government

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

#### Actions of Lenin and the Bolsheviks

- the Bolsheviks were the only revolutionary group to consistently oppose the Provisional Government. The other revolutionary groups, the Mensheviks and SRs were compromised by their support for the war and cooperation with the Provisional Government
- in September 1917 the Bolsheviks controlled the Petrograd Soviet. The Soviet was the vehicle used by the Bolsheviks to seize power. Lenin's slogan had been "All Power to the Soviets"

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

Any other valid point.

[12]

25

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

- (a) Give **two** reasons why War Communism was introduced in Russia in 1918.

**Target AO1:** Recall of knowledge

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

Any **two** ways:

- to ensure that all resources were used to feed the Red Army in the Civil War
- to equip the Red Army with weapons, etc.
- factories were taken over and the Vesenkha set targets to be met by each factory
- strict discipline was introduced
- managers were brought back to increase production which had fallen during State Capitalism
- to prevent the peasants from selling food on the open market. They had to give all surplus food to the state to feed the workers and the Red Army
- to increase state control over the economy [2]

- (b) What actions were taken by the Bolsheviks to increase their control over Russia from October 1917 until the outbreak of the Civil War in 1918?

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

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

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

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

**Level 3 ([4]–[5])**

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

## Indicative Content

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

Any other valid point.

[5]

- (c) How did the New Economic Policy affect the lives of different groups in Russia by 1924?

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- the NEP reduced state control of agriculture. War Communism and the forced seizure of food ended. Peasants had to give part of their crops to the state but they could sell their surplus grain for profit on the open market
- famine ended and agricultural production began to recover. The grain harvest increased from 37 million tons in 1921 to 51 million tons in 1924
- the NEP led to the emergence of a richer, more industrious class of peasant called the kulaks. These became quite rich and bought extra land and animals. However, most peasants remained poor and continued to use backward methods of farming
- peasants were unhappy that the price of grain fell behind that of industrial goods, e.g. tractors and ploughs. Peasants were unable to afford the inflated price of manufactured goods. This “scissors crisis” lasted until 1923 when increased industrial production led to a fall in prices
- during War Communism all industries were nationalised and controlled by central government. This was relaxed under the New Economic Policy. Large businesses and the banks, “the commanding heights”, that employed 85% of workers remained under state control
- some capitalist features were introduced. Small businesses employing less than 10 workers were returned to private ownership
- in state-controlled factories piecework and bonuses were used to increase production. Under the New Economic Policy industrial production increased for example, coal production doubled
- a new rouble was introduced and private trade was legalised which was against communist beliefs. Nepmen or small traders controlled private trade. Markets supplying consumer goods for example shoes and clothes were controlled by Nepmen. Many made large profits. The standard of living of most workers and peasants had improved by 1924

Any other valid point.

[6]

(d) Explain why the Red Army had won the civil war in Russia by 1921. In your answer refer to the bullet points and use other relevant knowledge.

- Actions of Lenin and Trotsky in strengthening the Red Army
- Weaknesses of the White Army

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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

## Indicative Content

## Actions of Lenin and Trotsky in strengthening the Red Army

- Lenin gave the Bolsheviks committed leadership in achieving their key aim of preserving the Bolshevik Revolution and extending its control
- Trotsky played a key role in the military success of the Red Army. He was a ruthless and effective military leader. He turned the inexperienced Red Army into a disciplined, well-led and effective fighting force. He forced 50,000 Tsarist officers to provide leadership and used the Cheka to shoot all deserters. He visited the troops at the front in a special train and made rousing speeches
- the Red Army occupied the central area which contained the most industrially-developed areas. The Bolsheviks controlled industry through War Communism to ensure that the Red Army had access to weapons and war supplies unavailable to the Whites. In factories the workers had to work long hours to ensure that weapons and equipment were sent to the Red Army
- War Communism ensured that agriculture in the Bolshevik-controlled areas was geared to supply the Red Army. The Cheka seized grain from the peasants. Peasant resistance led to a severe famine resulting in more than five million deaths
- the Cheka led by Dzerzhinsky organised the Red Terror. The Red Army size increased to five million due to forced conscription. Anyone critical of the Bolsheviks was considered a counter revolutionary. Over 20,000 opponents were shot by Cheka squads including Tsar Nicholas II and his family in July 1918. Lenin called for “mass terror against counter revolutionaries”
- the Bolsheviks used propaganda to portray the Red Army as patriots fighting to save Russia from foreign control. The Whites were portrayed as “puppets of the West”

### Weaknesses of the White Army

- the White Army was divided and consisted of an uncoordinated collection of groups with very different aims, united only by dislike of the Bolsheviks. Right-wing groups wanted a return of the Tsar; the SRs wanted the Constituent Assembly; foreign armies wanted Russia to enter the war and national groups, e.g. the Ukrainians wanted independence
- the White Armies had no united command structure and its leadership was divided and weak. The main armies in the east were the Komuch, the army of the SRs, centred at Samara and the right-wing army led by Admiral Kolchak shared little in common. The army of Yudenich in the west aimed to win independence for the Baltic States. The generals of the White Armies had little in common, in contrast to the coherent command structure of the Red Army
- they controlled the outlying areas which were sparsely populated. The White Army comprised only  $\frac{1}{3}$  million. There were few factories making weapons and a poor railway network prevented a coordinated attack by different groups. Thus the Red Army was able to pick off the White Armies one by one
- the White Armies treated the peasants and workers very harshly in the areas they controlled. There were anti-Jewish pogroms and ethnic fighting in the Cossack-controlled areas. General Deniken alienated the peasants by supporting the return of their land to the landlords
- foreign armies supplied weapons and money to the Whites to help keep Russia in 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 fighting against foreign invaders

Any other valid point.

[12]

25

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

- (a)** Give **one** reason for, and **one** effect of, Stalin's decision to sign the Nazi-Soviet Pact in August 1939.

**Target AO1:** Recall of knowledge

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

Any **one** reason and **one** effect:

Reason for

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

Result of

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

Any other valid point.

[2]

- (b)** How did Collectivisation affect agriculture and the lives of peasants in the USSR between 1928 and 1939?

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

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

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

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

**Level 3 ([4]–[5])**

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



## Indicative Content

- individual farms were taken from the peasants and turned into state-owned collective farms called kolkhozes, each comprising 50 to 100 households. 99% of farms were collectivised by 1939. Peasants were able to keep a small plot and some animals
- kolkhozes were run by state officials. Motor Tractor Stations were set up to organise the supply of machinery and seeds and collect quotas of grain. These regulated wages and the amount of food that each farmer could keep
- collectivisation of agriculture created turmoil and a high human cost as kulaks resisted enforced collectivisation. They killed livestock and refused to plant crops. Between 1929 and 1933,  $\frac{2}{3}$  of all sheep and goats and  $\frac{1}{2}$  of all horses, vital for agricultural work were killed
- over five million kulaks were killed or sent to labour camps and in the Ukraine up to five million 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.

[5]

- (c) What actions did Stalin take to modernise industry in the USSR between 1928 and 1941?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- the Five Year Plans created a planned economy organised centrally by Gosplan. Three Five Year Plans between 1928 and 1941 set high targets for all factories and industries in order to drive up production
- the focus of the first two Five Year Plans was heavy industry. The second Five Year Plan resulted in the development of new industries and towns in the remote areas of the USSR, east of the Ural Mountains. New industrial cities, for example, Magnitogorsk and Gorki were built mainly in the remote resource-rich eastern part of the USSR. The third Five Year Plan focused on arms production to meet the threat from Germany. By 1941, the USSR was at war
- coal production increased from 35 to 166 million tons and steel increased from four to 18 million tons from 1928 to 1940. By 1941, 38% of the Russian population was working class and the USSR had become an urban society
- workers had to work long hours for poor wages. There was much enthusiasm as the Five Year Plans were seen as a way of transforming society and creating a proletarian-dominated country, awards and honours were given to encourage increased production. The model worker was the coal miner Alexei Stakhanov who over fulfilled his production quota by 1400%. Workers who exceeded targets received better housing and holidays
- the second Five Year Plan led to significant growth in the metal and chemical industries. An elite group of skilled workers benefited, with over 250,000 engineering graduates between 1928 and 1940. However, the planned increase in production of consumer goods, e.g. shoes and clothes in the second and third Five Year Plan, was abandoned as resources were diverted to the military

Any other valid point.

[6]

(d) Explain how Stalin became the ruler of the USSR by 1929 and how he increased his control over the USSR by 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Stalin's rise to power by 1929
- Actions taken by Stalin to increase his control over the USSR by 1939

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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

## Indicative Content

## Stalin's rise to power by 1929

- Stalin used his position as General Secretary to control appointments and build up a power base within the party
- in 1924 Trotsky's failure to attend Lenin's funeral damaged his reputation. Stalin delivered Lenin's funeral oration, setting himself up as the man who would carry on Lenin's work
- Stalin outmanoeuvred his rivals in the Politburo exploiting personal jealousies, character weaknesses and issues such as "communism in one country". In 1927 the left-wing group of Trotsky, Kamenev and Zinoviev were defeated on this issue and expelled from the Politburo. In 1929 Stalin outmanoeuvred the right-wing group led by Bukharin over the NEP and removed them from the Politburo

## Actions taken by Stalin to increase his control over the USSR by 1939

- Stalin was paranoid, believing that any criticism was a conspiracy against him. He used terror to deal with political opposition. Kirov, the Leningrad party leader was killed in 1934. This marked the start of the Great Purges between 1934 and 1938 when he got rid of most of the middle and upper layers of the Communist Party. 90 out of 139 members of the Central Committee of the Communist Party were killed in these purges. Overall,  $\frac{1}{5}$  of all members of the Communist Party were expelled or killed in the 1930s
- Stalin embarked on a series of "Show Trials" against the leading members of the Communist Party, for example, Zinoviev and Bukharin. They made public confessions to outrageous crimes and were sentenced to death
- in 1938 and 1939 there were purges of the leadership of the army, navy and air force and even the NKVD itself with the execution of Yagoda
- a climate of fear and suspicion existed in the USSR in the 1930s. The NKVD or secret police played a key role in increasing Stalin's control. Up to 20 million were sent to labour camps or gulags set up in remote areas such as Siberia
- propaganda was used to create the Cult of Personality. Stalin used radio and posters to promote the idea that he was "the father of the nation"

Any other valid point.

[12]

25

**Option 3: The United States of America, 1918–1941****7 This question is about the United States of America (USA) in the 1920s.**

(a) Give **two** effects of cinema on lifestyle in the USA in the 1920s.

**Target AO1:** Recall of knowledge

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

Any **two** effects:

- the cinema became an important new element of social life in the USA with over 100 million visits each week to the cinema in the 1920s
- Hollywood in Los Angeles became the centre of the USA film industry and the star system
- film making became a mass production industry. Film stars became important, e.g. Rudolf Valentino and Clara Bow
- young people wanted to imitate their lifestyle, e.g. fashion and make-up
- older people blamed the cinema for lowering moral standards among young people. They criticised the use of sex symbols, e.g. Clara Bow, the “It Girl”
- the Hays Code in 1928 tried to ensure that films were of a suitable moral quality

Any other valid point. [2]

(b) How was the economy of the USA affected by the economic boom of the 1920s?

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

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

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

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

**Level 3 ([4]–[5])**

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

## Indicative Content

- in the 1920s the USA became the world's biggest economy. The boom was dominated by "new" industries. The motor car industry was the most important. One-in-seven factory workers produced cars, especially at Ford's huge factories in Detroit and Toledo. Wages were high; Ford paid workers \$5 per day. This encouraged the purchase of consumer goods
- the motor car industry pioneered mass production techniques based on electrical power. In Henry Ford's assembly line, work was carefully planned and each worker had a specialised task in the process. The production of a car was divided into 45 different parts. The use of the conveyor belt sped up production. The giant Ford factory in Detroit made one car every 10 seconds. Other industries copied Ford's mass production techniques
- the car industry led to ancillary industries and was a major cause of the growth of the glass, rubber, steel and oil industries. The development of the road network provided employment in construction
- over 70% of Americans had electricity by 1929. The creation of new consumer goods, e.g. vacuum cleaners, washing machines and refrigerators made housework easier and gave women more free time
- the chemical industry developed as new inventions, for example, plastic and synthetic materials such as rayon and nylon created thousands of jobs

Any other valid point.

[5]

- (c) How did the USA's relations with Europe change between 1918 and 1924?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- from January 1918 to November 1918 the USA played a key role in the defeat of Germany in World War One. The USA supplied weapons, 1.7 million soldiers and lent Britain and France \$10 billion
- the USA led by President Wilson played a key role in the Paris Peace Conference in 1919. Wilson's 14 Points became the basis of the Paris Peace Settlement. Wilson also set up the League of Nations to help prevent future wars
- in 1920 the Republicans gained control of Congress and Warren Harding was elected President. His policy was a Return to Normalcy or Isolationism. As a result, the USA Senate rejected the Paris Peace Settlement and did not join the League of Nations in 1920
- as part of Isolationism restrictions were placed on the number of immigrants from Europe. Between 1890 and 1914 most European immigrants were Catholic and Jewish and came from South and East Europe. The Immigration Quota Acts in 1921 and 1924 placed strict restrictions on the number of immigrants coming to the USA
- the USA placed tariffs or taxes on imports from abroad to protect USA industry. The Fordney McCumber Laws placed high taxes on 28 goods coming into the USA and slowed down world trade
- in 1924 the USA was forced to help Germany and restore economic stability in Europe. Under the Dawes Plan in 1924 the USA gave a \$2 billion loan to Germany to help it recover after the Hyperinflation Crisis and pay reparations

Any other valid point.

[6]

- (d) Explain how people in the USA responded to Prohibition in the 1920s. In your answer refer to the bullet points and use other relevant knowledge.
- Support for and opposition to the introduction of Prohibition
  - Ways in which Prohibition was enforced and disobeyed in the 1920s

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

Award [0] for responses not worthy of credit

### Level 1 ([1]–[4])

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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

## Indicative Content

Support for and opposition to the introduction of Prohibition

- many in the Southern States believed that alcohol caused social problems and damaged family life. The Anti Saloon League and the Women's Christian and Temperance Union were pressure groups that campaigned for the banning of alcohol and welcomed Prohibition
- many Fundamentalist Christian leaders, e.g. Billy Sunday preached that alcohol was sinful and the cause of crime
- the brewing industry in USA was controlled by Germans. Prohibition was welcomed by some Americans as a way of showing patriotism against immigrant groups especially Germany, USA's enemy in World War One
- reports that alcohol caused liver and heart disease and was harmful to pregnant women convinced others to support Prohibition
- saloon owners and brewers opposed Prohibition. It meant the loss of their businesses and their livelihoods
- non WASPs resented the loss of freedom of choice to buy alcohol. They believed that in a democracy they should have freedom to decide whether or not to drink alcohol
- many immigrants used alcohol as an important aspect of social life. Immigrants, e.g. Germans and Italians controlled the brewing and wine trades. Thus, many immigrant groups opposed the introduction of Prohibition in 1920
- the 1920s was a decade of social change, especially among the young. It was the decade of the cinema and jazz music. Many young people, e.g. the Flappers were rebelling against the constraints of their parents. Drinking alcohol became an aspect of their protest



Ways in which Prohibition was enforced and disobeyed in the 1920s

- only 2,300 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
- 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 was widespread and profitable
- the Mafia, led by Al Capone, controlled bootlegging or the illegal import of alcohol from Canada and the West Indies
- corruption and violence increased as police and prohibition agents accepted bribes. Many politicians and judges were in the pay of the Mafia. Violence increased, e.g. the Mafia was responsible for 400 deaths, especially the St Valentine's Day Massacre in Chicago in 1929

Any other valid point.

[12]

25



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

- (a)** Give **two** reasons why the Bonus Army marched to Washington in 1932.

**Target AO1:** Recall of knowledge

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

Any **two** reasons:

- 15,000 World War One veterans and their families wanted the early payment of a bonus promised by the federal government in 1918
  - they were experiencing great hardship during the Depression
  - they were angry at Hoover's failure to help the unemployed
- Any other valid point. [2]

- (b)** In what ways were the lives of farmers and sharecroppers in the USA affected by the Depression between 1929 and 1932?

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

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

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

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

**Level 3 ([4]–[5])**

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

## Indicative Content

- farmers had missed out on the economic boom of the 1920s as grain and meat prices continued to fall. The price of wheat decreased from 103c per ton in 1929 to 38c per ton in 1933
- many farmers had borrowed heavily from banks in order to purchase new machinery. By 1932 over 40% of all farms were mortgaged to banks due to debt
- black sharecroppers and farm labourers lost their jobs. Many experienced severe hardship
- farmers were forced to destroy crops because it was too expensive to harvest them. Poverty existed in the midst of plenty in the USA during the Depression
- in the Mid-West the position of farmers was worsened by the Dust Bowl in which drought and over cropped soil led to dust storms ruining millions of acres of previously-fertile land. Thousands of farmers from Oklahoma and Arkansas migrated west to California in search of a new life as farm labourers

Any other valid point.

[5]

- (c) How did President Hoover respond to the effects of the Depression between 1929 and 1932?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- Hoover's response was influenced by his strong belief in laissez-faire that the federal government should not become involved in economic matters. He also believed in "Rugged Individualism" and low taxation
- in 1929 Hoover set up the Farm Board to buy surplus produce and help increase prices. Its budget was only \$500 million and it did little to halt the slide in agricultural income which fell from \$13 billion in 1929 to \$7 billion in 1932
- in 1930 the Hawley-Smoot Act increased tariffs by 50%. Its aim was to protect USA industry but it only slowed down world trade and worsened the problems of farmers who depended on exports
- little action was taken to help farmers who were evicted from their farms or to help farmers in the Mid-West affected by the Dust Bowl
- before 1931, Hoover did little to deal with poverty and unemployment. He relied on Voluntarism: employers were encouraged not to sack workers or reduce wages. However, unemployment increased from 1.5 million in 1929 to 14 million in 1932
- in 1931 Hoover spent \$423 million on a building programme that provided jobs, e.g. the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment
- in 1932 Hoover reversed his laissez-faire policy and in the Reconstruction Finance Corporation the federal government lent \$1,500 million to businesses and banks in difficulty. This was seen as too little too late and a desperate ploy to win support in the Presidential election

Any other valid point.

[6]

(d) Explain why the Wall Street Crash occurred in October 1929. In your answer refer to the bullet points and use other relevant knowledge.

- Weaknesses in the American economy in the 1920s
- Share speculation and faults in the banking system

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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

## Indicative Content

## Weaknesses in the American economy in the 1920s

- the American economy experienced weaknesses and uneven growth in the 1920s. Farmers were the largest group not to share in the economic boom. Between 1919 and 1929 farm income fell from \$22 billion to \$13 billion. Tariffs and overproduction led to excess food production and a fall in prices. Over half of Americans lived in rural areas and three million farming families earned less than \$1000 per year
- farmers borrowed from banks to buy machinery to increase production. However, food prices continued to fall and farm debt increased to \$2 billion by 1929. This led to an increase in evictions
- thousands of farm labourers lost their jobs because of mechanisation and suffered poverty and hardship. Sharecroppers, mainly Black Americans in the Southern States, were badly affected by the fall in cotton prices. Thousands were forced to migrate to the northern cities
- the invention of synthetic materials had a negative effect on the older sectors of the textile industry. Competition for jobs from immigrants led to a decline in wages for textile workers. Female cotton workers in Carolina earned only \$9 per week in 1926. The coal industry declined in the 1920s as oil became more popular. Coal miners were involved in strikes and lockouts for better wages and conditions
- many workers in construction missed out on the boom. Working conditions were dangerous, especially in building the skyscrapers. Wages of construction workers increased by only 4% during the 1920s

### Share speculation and the faults in the banking system

- new industries especially the car industry, consumer goods and the oil and chemical industries prospered during the 1920s and business profits increased. The value of company shares in the New York Stock Exchange increased to reflect rising company profits. There was little regulation of the Stock Exchange
- from 1925 onwards more people began to speculate or invest in companies for short-term profit. A share-buying craze began in 1927. Between 1927 and 1929 over one million Americans became share speculators. This pushed the value of shares far higher than company profits, e.g. Radio shares increased from 94c in March 1928 to 505c in September 1929.
- the dangers of the unequal division of wealth, the impact of tariffs on exports and a limited market in the USA for the products of the new industries were not realised by speculators
- speculators bought shares “on the margin” with borrowed money. Speculators could borrow 90% of the share price from the banks and sell the shares later at a profit. This system could only continue if share prices kept increasing. These small investors could not pay back loans to the banks if share prices fell
- the lack of regulation in the banking system before 1929 also contributed to share speculation and the Wall Street Crash. Banks used savers’ deposits to invest in shares and lent money to stockbrokers and speculators. Banks also lent money to unsound companies. Banks contributed to the Wall Street Crash by putting pressure on speculators which led to panic selling of shares
- the lack of confidence and pressure from the banks led to panic selling of shares. Attempts by leading stockbrokers to stabilise the market failed. On Black Thursday, 24 October nearly 13 million shares were sold and the prices collapsed. On Tuesday 29 October panic selling peaked with over 16 million shares sold and the stock Exchange went into free fall. Thousands of investors lost millions of dollars

Any other valid point.

[12]

25

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

- (a) Give **two** ways in which Roosevelt's New Deal improved the rights of workers in the USA between 1933 and 1939.

**Target AO1:** Recall of knowledge

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

Any **two** ways:

- workers welcomed the National Recovery Administration which aimed to improve workers' conditions and rights. It aimed to improve cooperation between management and workers
- the NRA codes established a minimum wage and banned child labour
- the Wagner Act in 1935 legalised trade unions and gave them rights to negotiate wages and conditions with employers
- the Social Security Act in 1935 established unemployment benefit and retirement pension funded by a tax on employers
- the Fair Labour Standards Act 1938 set minimum wage levels and maximum hours of work

Any other valid point.

[2]

- (b) How did the Supreme Court cause problems for Roosevelt and the New Deal?

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

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

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

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

**Level 3 ([4]–[5])**

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

**Indicative Content**

- the Supreme Court was the Guardian of the Constitution. Most of its nine judges were Republican. They believed that the federal government and the President were exceeding their powers in the New Deal agencies. The Supreme Court caused problems by declaring 11 of Roosevelt's New Deal agencies unconstitutional

- in 1935 the Supreme Court found the NRA codes unconstitutional in the Sick Chickens case. The Supreme Court ruled that the NRA had no right to take the Schechter brothers to court for breaking the NRA codes. This was the responsibility of the state governments
- in 1936 the Supreme Court declared 16 Agricultural Adjustment Administration codes unconstitutional. The AAA gave farmers loans to plough up land and kill animals. The Supreme Court ruled that these subsidies could only be made by state governments
- Roosevelt failed in his attempt to pack the Supreme Court with his supporters in 1937. Many Americans thought that he was exceeding his powers. After this, however, the Supreme Court accepted most parts of the AAA and the NRA

Any other valid point.

[5]

- (c) In what ways did the New Deal try to solve the problem of unemployment in the USA by 1939?

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

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

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

Indicative Content

- industry was central to the American economy. 13 million were unemployed in 1933 and industrial production had fallen by 50%. Roosevelt had promised that reducing unemployment was a central aim of the New Deal
- the Public Works Administration was a key agency providing work schemes for skilled workers, e.g. electricians and engineers. It was led by Harold Ickes and spent \$7 billion on public work schemes between 1933 and 1939. It built 70% of American schools and 35% of American hospitals

- the Works Progress Administration led by Harold Hopkins provided over two million jobs each year. It funded 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]

(d) Explain how agriculture and the lives of people in the countryside were affected by the New Deal? In your answer refer to the bullet points and use other relevant knowledge.

- Actions towards agriculture and the lives of farmers and sharecroppers
- Actions towards the Tennessee Valley and the Dust Bowl

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

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[4])**

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

#### **Level 2 ([5]–[8])**

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

#### **Level 3 ([9]–[12])**

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



Indicative Content

Actions towards agriculture and the lives of farmers and sharecroppers

- the New Deal aimed to improve agriculture by increasing farm prices and the incomes of farmers. The Agricultural Adjustment Administration was set up to deal with the problems of over supply and low prices. Farmers had experienced low prices and a fall in profits during the 1920s and the Depression. National agricultural income fell from \$22 billion in 1920 to \$7 billion in 1932
- the AAA (Agricultural Adjustment Administration) gave grants to farmers to grow less. There was a reduction of 18 million acres in cotton and wheat and six million pigs were killed. Quotas were set for production of most crops and farmers received money from the federal government to cut food production. As a result, farm prices increased by 66% between 1933 and 1936 and farm debt fell by \$1 billion
- federal government money was also given to modernise farming methods, e.g. in purchasing fertilisers and new machinery. This, however, led to increased hardship and unemployment for farm labourers and sharecroppers
- the CCC (Civilian Conservation Corps) provided work for unemployed young men. The CCC helped set up conservation projects, e.g. planting trees and digging canals which brought long-term benefits to farming and the environment

Actions towards the Tennessee Valley and the Dust Bowl

- the TVA (Tennessee Valley Authority) helped one of the poorest areas that had suffered from soil erosion through flooding. A wide area covering seven states was regenerated through the TVA. The Tennessee Valley Authority built 33 dams on the Tennessee River and by controlling water flow made a vast area of 40,000 square miles (covering seven states) productive again
- the building of hydro-electric power stations provided cheap electricity for this area. Industries such as light engineering moved into the area to take advantage of cheap power
- a new 650 mile waterway linked the major river systems to give easy access to the area and promote tourism
- the New Deal did little to help farmers in the Mid-West who were forced to migrate because of the Dust Bowl. Some families received resettlement grants but for many it was too late. Little help was given to sharecroppers and farm labourers during the Depression

Any other valid point.

[12]

**Section A**

25

**50**

**Section B****Option 4: Peace, War and Neutrality: Britain, Northern Ireland and Ireland, 1932–1949****10 This question is about Anglo-Irish Relations up to the outbreak of World War Two in September 1939.**

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

**Target AO1:** Recall of knowledge

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

Any **two** terms:

- the Trade War between Britain and Éire would come to an end
- Éire would pay Britain a lump sum of £10 million in settlement of all claims for land annuities. These were worth an estimated £78 million
- Britain would return the three Treaty Ports, without any specific assurance that Britain would have use of them if there was a war
- Éire refused to end partition in return for a defence agreement between Britain and Éire
- all duties imposed during the Economic War were removed

Any other valid point.

[2]

(b) How did the actions of de Valera change relations between Britain and Éire between 1932 and 1937?

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

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

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

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

**Level 3 ([4]–[5])**

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

## Indicative Content

- in 1933 the Free State Government announced that it would stop paying land annuities. This action started the Anglo-Irish trade war
- de Valera felt that these payments were not justified and that the growing agricultural depression was making the payments more onerous
- Britain responded to de Valera's announcement by placing a 20% duty on all Irish goods entering the UK, and in response, de Valera imposed a retaliatory duty on UK produce
- in 1933 de Valera abolished the Oath of Allegiance to the British crown
- he removed the right of appeal to the Privy Council
- in 1936 the abdication crisis provided the opportunity for de Valera to reduce the role of the king to that of "head of the Commonwealth"
- these early moves paved the way for the formation of the Irish Constitution in 1937
- the Head of State was no longer the British monarch, but an elected President
- the leader of the Government was to be known as the Taoiseach
- the new constitution made the Irish Free State a republic in all but name

Any other valid point.

[5]

- (c) How did the Economic War affect the economy and the lives of the people of Éire?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

**Indicative Content**

- Irish cattle had become more expensive in Britain; demand fell and many farmers went bankrupt as cattle exports from Éire fell by 35%
  - taxes were increased to compensate farmers for this loss
  - Irish farmers were encouraged to grow wheat and sugar beet in order to become self-sufficient
  - a general decline in rural living standards became very obvious
  - by 1935 Éire was experiencing a serious balance of payments problem
  - trade between Éire and Northern Ireland declined as cross border smuggling increased in an effort at avoiding import duties
  - Éire was hit by the import tax placed on coal and as such Irish industry faced a coal shortage
  - one industry that benefited from this scarcity of coal was the peat industry
  - cut backs occurred in rail transport and electricity generation
- Any other valid point. [6]

**(d)** Explain how and why each of the following responded to the outbreak of World War Two in September 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Government and people of Northern Ireland
- Government and people of Éire

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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

## Indicative Content

## Government and people of Northern Ireland

- the majority of people in Northern Ireland supported the war
- conscription was requested by the Stormont government and Unionist people
- there was an attitude of complacency, based on the belief that Northern Ireland was too far away to be targeted by an air attack
- in 1939 Northern Ireland had no RAF fighter protection, no search lights and virtually no anti-aircraft guns
- few civilians carried gas masks
- social activities continued as normal – cinemas, theatres and dance halls remained open
- few people took up the chance to be evacuated from Belfast
- the pace of rearmament began to increase
- large orders were placed for service uniforms, tent and bedding materials

## Government and people of Éire

- de Valera had always made it clear that if war broke out Éire would remain neutral
- for de Valera neutrality was an experiment in operating an independent foreign policy
- Éire also believed that Germany posed no threat
- financially Éire could not afford to spend large amounts of money on rearmament
- it was felt that Britain would protect Éire if Germany did attack; after all Éire was still a part of the Commonwealth
- Éire was the only dominion of the Commonwealth that did not go to war in 1939; however, thousands of Éire citizens joined the British army
- when war broke out the Dail passed the Emergency Powers Act. This gave the Government special powers to run the country during what became known in Éire as “The Emergency”
- Éire’s army increased
- when the IRA seized a million rounds of ammunition in Dublin in 1939, fifty members of the IRA were interned
- de Valera took early action against the IRA by passing the Offences Against the State Act (1939). During the war over 1,000 people were interned under this law

Any other valid point.

[12]

25

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

- (a) Give **two** examples of how naval and air bases in Northern Ireland supported the war effort.

**Target AO1:** Recall of knowledge

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

Any **two** examples:

- naval bases: Derry/Londonderry was the most westerly base for repair and refuelling of ships. It was the key to victory in the Battle of the Atlantic
- at its peak Derry/Londonderry was host to 40,000 servicemen and women. It also provided accommodation for US and British naval vessels
- air bases at Kesh, Aldergrove, Limavady and Castle Archdale were used by RAF Coastal Command. These were absolutely vital in defeating the U-boats in the Atlantic
- in 1943 the RAF destroyed 84 U-boats – 18 of these were sunk by aircraft based in Northern Ireland

Any other valid point.

[2]

- (b) How was the RAF able to win the Battle of Britain?

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

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

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

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

**Level 3 ([4]–[5])**

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

## Indicative Content

- the use of radar enabled the RAF to detect German aircraft when they were over 30 miles from the British coast and accurately direct fighters to intercept
  - Hurricanes and Spitfires proved themselves to be quick in the air and as such a more effective type of monoplane
  - the careful preparations of the 1930s bore fruit. Air defence measures such as barrage balloons and anti-aircraft guns provided additional support to the RAF
  - the Luftwaffe was continually losing aircrew when their planes were shot down over England, whereas RAF pilots could return to duty
  - when the RAF bombed Berlin the Luftwaffe switched from daylight attacks on the RAF bases to night attacks on London
  - in October 1940 Germany abandoned plans to invade Britain as the Luftwaffe had failed to gain air supremacy over Britain
- Any other valid point. [5]

- (c) In what ways did Éire follow a policy of neutrality during World War Two?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- in a secret deal with de Valera, the RAF was allowed to overfly County Donegal between Beleek and the coast, a move which facilitated the effectiveness of Atlantic patrols
- US aircraft were later allowed to use the air corridor
- de Valera protested at the arrival of US troops in Northern Ireland
- Éire resisted US pressure to end neutrality after the USA entered the war in 1941
- Éire Government confiscated the radio used by the German ambassador in Dublin
- Éire denied the allies use of Irish ports and airfields
- Éire secretly allowed crashed allied airmen to be repatriated, while their German counterparts were interned

Any other valid point.

[6]

(d) Explain how and why World War Two affected Northern Ireland. In your answer refer to the bullet points and use other relevant knowledge.

- The effects on the lives of people in Northern Ireland
- The impact of the Belfast Blitz

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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



### Indicative Content

The effects on the lives of people in Northern Ireland

- blackout regulations were imposed in September 1939
- by early 1941 many people had ignored the blackout regulations and the ARP wardens
- rationing was introduced shortly after the war began. This affected petrol, meat, fruit, eggs and clothing
- due to rationing, private transport virtually ceased. Only essential users like military vehicles and doctors received a petrol ration
- newspapers and radio broadcasts were censored
- there was an increase in cross-border smuggling
- the air raids in Belfast and other parts of Northern Ireland resulted in thousands of homes being damaged, many deaths and thousands being evacuated
- the issue of conscription caused tensions between Nationalists and Unionists
- by 1944 there were over 300,000 Allied troops in Northern Ireland. Their presence impacted on various ways on the local population: for example, over 1800 Ulster women married Americans and went to live in the USA as GI brides

The impact of the Belfast Blitz

- in the early months of the war people did not really believe that the Germans would bomb Northern Ireland
- this attitude of complacency was also evident within the Stormont Government. There was a distinct lack of preparation
- Belfast had only 22 anti-aircraft guns and few barrage balloons
- only one squadron of fighters, the Hurricanes of 245 Squadron, gave air protection
- measures to protect the civilian population were inadequate and were not enforced. Shelters could only accommodate one-quarter of Belfast's population; civilians were not evacuated although air-raids were expected by the Government
- in April and May 1941, the Germans carried out sustained attacks on central, north and east Belfast. These were densely-populated areas and as such damage was severe
- over 50% of the houses in Belfast were damaged or destroyed, and 955 people were killed during the four raids
- large numbers of people fled from Belfast. Ten thousand officially crossed into Éire. Thousands of other people left the city to live with family/friends in places like Bangor, Larne, Carrickfergus and Antrim
- Harland & Wolff shipyard was very badly damaged and production at the shipyards did not recover for six months
- in the months after the raids Belfast's air defences were strengthened and more shelters were built

Any other valid point.

[12]

25

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

- (a) Give **two** ways in which the Declaration of the Republic changed relations between Éire and Britain.

**Target AO1:** Recall of knowledge

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

Any **two** ways:

- Éire left the Commonwealth and was declared a Republic on Easter Monday 1949
- there was no hostile reaction from Britain to this move. Indeed friendly relations continued between Éire and the Commonwealth
- Britain introduced the Ireland Act (1949) which recognised the Republic of Ireland and defined the principles which would affect relations between the two countries
- workers in Ireland and Britain would not need work permits
- passports were not needed for travel between Ireland and Britain
- voting rights were granted in each other's elections
- favoured trading status was given to Éire

Any other valid point.

[2]

- (b) How did the Education Act of 1947 change the education system in Northern Ireland?

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

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

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

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

**Level 3 ([4]–[5])**

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

## Indicative Content

- the 1947 Education Act corresponded to the 1944 Education Act in Britain
- the principle of free education for all was introduced for the first time in Northern Ireland
- transfer to secondary and grammar schools would now occur at the age of 11 with the introduction of the 11+ examination
- the Minister of Education increased the funding for Catholic voluntary schools to 65%. This was much higher than the level of funding that was available in England at that time
- a number of new secondary schools were built to accommodate the increase in the numbers of students now receiving a free education

Any other valid point. [5]

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

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- unionists saw the Declaration as a threat and a general election was called in 1949 to strengthen support for the union
- the Ireland Act reassured unionists as it guaranteed Northern Ireland's position within the UK
- unionist satisfaction was reinforced by the royal visit to Belfast in 1949 which symbolised the ties with London
- nationalists hoped that the constitutional changes of 1949 would accelerate Irish unity but they were disappointed that their request to sit in the Dail was refused
- northern nationalists formed the Anti-Partition League and won 11 seats in the 1949 election
- the League was partly funded by Éire politicians and increased sectarian tension in Northern Ireland
- northern nationalists felt more isolated after the 1949 election and the constitutional changes

Any other valid point. [6]

- (d) Explain how and why the standard of living in Northern Ireland differed from that in Éire from 1945 to 1949? In your answer refer to the bullet points and use other relevant knowledge.
- The introduction and impact of the Welfare State
  - Social and economic problems in Éire

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

Award [0] for responses not worthy of credit

### **Level 1 ([1]–[4])**

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

### **Level 2 ([5]–[8])**

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

### **Level 3 ([9]–[12])**

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

### **Indicative Content**

The introduction and impact of the Welfare State

- the Labour Government in Britain was appreciative of Northern Ireland's strategic importance during the war and was prepared to generously support post-war recovery
- the Welfare State had massive benefits for the people of Northern Ireland, especially as they now enjoyed the same health benefits as the rest of the UK
- over the next 15 years health standards improved and polio and TB were effectively dealt with
- by 1962 Northern Ireland had the lowest death rate in the UK, having had the worst in 1939
- in Northern Ireland free prescriptions and spectacles were introduced. Significant numbers of people also got free dental treatment
- the Housing Trust was established to build new houses in Northern Ireland
- social reforms also improved the standard of living for many people in Northern Ireland through the provision of family allowance

- all of the reforms implemented under the Welfare State in Northern Ireland contrasted with the lack of welfare benefit in Éire

#### Social and economic problems in Éire

- Éire suffered severe economic depression after the war. Prices rose, unemployment and emigration increased
- a wet summer in 1946 followed by a severe winter in 1946-47 led to bread being rationed
- in January 1947 de Valera announced that Éire was still in a state of emergency
- during the severe winter of 1947 Éire experienced severe shortages of coal and some trains had to be temporarily converted to oil burning
- the inability of the government of Éire to offer solutions to the emergency, coupled with the glowing reports coming from England and Northern Ireland, led to the creation of new political parties – for example, Clann na Poblachta (formed in 1946 and led by Sean McBride)
- in 1948 de Valera lost power for the first time since 1932

Any other valid point.

[12]

25

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

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

- (a) Give **two** ways in which O'Neill tried to improve the economy of Northern Ireland in the 1960s.

**Target AO1:** Recall of knowledge

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

Any **two** ways:

- invested £900 million in the economy
- created a Ministry of Development led by Brian Faulkner
- established a new city, Craigavon
- developed a new university at Coleraine
- attracted new multinational firms to Northern Ireland, e.g. ICI, Michelin and Goodyear
- began a new motorway system
- a new airport was under development at Aldergrove
- economic links with the Irish Republic led to an agreement on electricity supply

Any other valid point.

[2]

- (b) What actions did the Northern Ireland Civil Rights Association and the People's Democracy take to try to gain civil rights for the people of Northern Ireland?

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

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

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

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

#### **Level 2 ([2]–[3])**

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

#### **Level 3 ([4]–[5])**

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

## Indicative Content

- housing protest (squat) in Caledon Co. Tyrone, led by Nationalist MP Austin Currie in protest at one instance of unfair housing allocation by the Dungannon rural district council
- CRA march from Coalisland to Dungannon August 1968 to highlight the housing situation. It eventually passed off without incident
- CRA march in Derry/Londonderry October 1968. This was banned, but went ahead anyway. This led to clashes between the RUC and the marchers, with heavy-handed tactics being used by the police
- attempts to get publicity – the CRA march in Derry/Londonderry was captured on film by an RTE television crew
- People's Democracy march from Belfast to Derry/Londonderry January 1969. The PD ignored condemnation from the CRA and nationalist leaders, provoking unionists further by going through a number of Protestant areas
- CRA march in Newry 1969
- representations to Minister for Home Affairs, William Craig, in an attempt to win civil rights

Any other valid point.

[5]

- (c) What were the main demands of the Northern Ireland Civil Rights Association?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- “one-man-one-vote” – remark on extra votes for businesses
- the fair allocation of council houses – on need rather than political affiliation
- an end to gerrymandering – the manipulation of council boundaries 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 – 100% Protestant force with anti-Catholic reputation
- a formal complaints procedure against local authorities

Any other valid point.

[6]

If candidate lists demands only then award maximum of [4]

- (d) Explain why and how O’Neill attempted to improve relations with the Republic of Ireland and nationalists in Northern Ireland in the 1960s. In your answer refer to the bullet points and use other relevant knowledge.

- Relations with the Republic of Ireland
- Relations with nationalists in Northern Ireland

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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



## Indicative Content

## Relations with the Republic of Ireland

- desire for economic links with the Republic to improve areas such as electricity links, tourism and trade
- to make the best use of shared resources. O'Neill argued that both Northern Ireland and the Republic of Ireland shared "the same rivers, the same mountains and some of the same problems"
- to improve relations between Northern Ireland nationalists and the Northern Ireland State. Many northern nationalists identified strongly with the Republic of Ireland
- invited Taoiseach Sean Lemass to Stormont in January 1965. This was the first face-to-face meeting between Ireland's main leaders in 40 years
- O'Neill visited Dublin four weeks later. Discussions focused on economic co-operation between Northern Ireland and the Irish Republic
- an agreement was made as a result of this co-operation – on the supply of electricity from the south
- Taoiseach Jack Lynch visited Northern Ireland in December 1967

## Relations with nationalists in Northern Ireland

- O'Neill wished to be more inclusive. He wanted to make Northern Ireland nationalists feel more of a part of Northern Ireland
- O'Neill wanted to take religion out of politics, so he could concentrate on other issues, such as the economy
- O'Neill believed his own family background – part Gaelic and part Protestant settler – made him the right man to build bridges between Protestants and Catholics
- visited Cardinal Conway, leader of the Catholic Church in Ireland
- condolences on the death of Pope John XXIII in 1963
- visited Catholic schools and hospitals
- increased financial support to Catholic schools and hospitals
- declared the UVF illegal after it murdered two Catholics in 1966
- introduced the Five Point Reform Programme in November 1968

Any other valid point.

[12]

25

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

(a) Give **two** terms of the Downing Street Declaration.

**Target AO1:** Recall of knowledge

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

Any **two** terms:

- unionists were guaranteed that Northern Ireland would not cease to be part of the UK without the consent of the people of Northern Ireland
- nationalists were told that they would have the same rights as every other British citizen in the United Kingdom
- committee on policing set up under Lord Hunt – led to the Hunt Report. The Report recommended disarming the RUC and disbanding the B-Specials
- Scarman Tribunal was set up to investigate recent disturbances
- a single housing authority established
- a Ministry of Community Relations set up
- a Commission of Complaints set up
- measures to prevent discrimination in public employment

Any other valid point.

[2]

(b) How did unionists and nationalists respond to the introduction of Direct Rule in 1972?

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

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

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

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

**Level 3 ([4]–[5])**

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

## Indicative Content

- huge demonstration at Stormont during last hours of unionist rule
- a series of strikes and shutdowns by unionists managed to shut down life in Northern Ireland for a two-day period
- spate of sectarian murders by loyalists, especially in Belfast
- support for strongly-unionist parties, like the DUP, increased
- support for loyalist paramilitaries, like the UDA, increased
- many nationalists were pleased as it brought an end to unionist control
- the IRA opposed Direct Rule. They saw it as Britain seeking to claim a country to which it had no legal right
- the IRA announced its determination to continue the armed struggle, although there was a short-lived ceasefire soon after Direct Rule was introduced

Any other valid point. [5]

- (c) How did nationalists respond to the introduction of internment between August 1971 and January 1972?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

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

Any other valid point. [6]

(d) Explain how violence increased in Northern Ireland in the summer of 1969 and why the Provisional IRA emerged. In your answer refer to the bullet points and use other relevant knowledge.

- Growing violence
- The emergence of the Provisional IRA

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

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

**Level 1 ([1]–[4])**

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

**Level 2 ([5]–[8])**

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

**Level 3 ([9]–[12])**

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

Indicative Content

Growing violence

- sectarian violence broke out in Belfast in the summer of 1969
- thousands of families (mainly Catholic) put out of their homes in Belfast
- emergence of paramilitaries in Belfast – gunfire began to replace stones and petrol bombs there
- annual Apprentice Boys Parade in Derry/Londonderry was followed by serious violence
- the Battle of the Bogside took place. It lasted for 50 hours and was captured on television
- violence in several provincial towns

The emergence of the Provisional IRA

- in Belfast, many nationalists believed the IRA was doing nothing to protect them from attacks by loyalists and the RUC. The slogan “IRA = I Ran Away” appeared in nationalist areas in Belfast
- therefore, a new hardline group emerged who formed themselves into the Provisional IRA in 1970
- the Provisional IRA intended to (and did in fact) protect nationalist areas from these attacks by loyalists and the RUC
- the Provisional IRA aimed to achieve a united Ireland by force. They believed the Official IRA were too soft on the struggle for a united Ireland
- the Provisional IRA wished to win civil rights for Catholics
- the Provisional IRA were determined to destroy the Stormont Government
- the Provisional IRA were determined to drive British troops out of Ireland

Any other valid point.

[12]

25

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

- (a) Give **two** terms of the Sunningdale Agreement of December 1973.

**Target AO1:** Recall of knowledge

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

Any **two** terms:

- Britain agreed not to oppose a united Ireland if a majority of people in Northern Ireland wanted it
- the Republic of Ireland accepted that a united Ireland could only be achieved peacefully and with the consent of the majority of the people of Northern Ireland
- a Council of Ireland was to be set up to help co-operation between Northern Ireland and the Republic of Ireland. It was eventually to have decision-making powers

Any other valid point.

[2]

- (b) How did unionists respond to the introduction of power-sharing in Northern Ireland in 1973 and 1974?

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

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

**Level 1 ([1])**

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

**Level 2 ([2]–[3])**

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

**Level 3 ([4]–[5])**

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

## Indicative Content

- Anti-Power-Sharing unionists (the UUUC) gained support in the first Assembly election
- they disrupted the Power-Sharing Assembly and criticised the Power Sharing Executive
- they contested the 1974 General Election and won 11 out of the 12 seats
- the Ulster Workers' Council strike brought most of Northern Ireland to a standstill in May 1974. Industries had to close down, there were regular electricity blackouts, fuel supplies were strictly controlled. Hundreds of road blocks took place. Eventually the UWC ordered a total shutdown when the army was ordered to take over fuel supplies
- loyalist bombs in Dublin and Monaghan

Any other valid point.

[5]

- (c) What actions were taken by unionists to oppose the Anglo-Irish Agreement of 1985?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

## Indicative Content

- a huge protest rally at Belfast's City Hall. At least 100,000 took part
- all 15 Unionist MPs resigned
- "Ulster Says No" campaign – including "Day of Action" – took place. Much of Northern Ireland was brought to a standstill, using peaceful protest. In some places violence broke out
- bonfires burned puppets of Margaret Thatcher and leading members of the Irish government. Slogans appeared in loyalist areas criticising Margaret Thatcher and the RUC

- a campaign of civil disobedience was begun, involving measures like the shunning of British Ministers and the refusal to set rates in unionist council areas
- marches to the headquarters of the Anglo-Irish Secretariat in Maryfield
- loyalist attacks on RUC in 1986 and 1987, when it seemed as if the non-violent campaign was getting nowhere

Any other valid point.

[6]

(d) Explain why republican prisoners went on hunger strike in 1980 and 1981 and how the people of Northern Ireland responded to the hunger strikes of 1980 and 1981. In your answer refer to the bullet points and use other relevant knowledge.

- Reasons for the hunger strikes
- Attitudes of nationalists and unionists

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

Award [0] for responses not worthy of credit

#### Level 1 ([1]–[4])

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

#### Level 2 ([5]–[8])

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

#### Level 3 ([9]–[12])

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

#### Indicative Content

##### Reasons for the hunger strikes

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



Attitudes of nationalists and unionists

- nationalists showed their sympathy for the hunger strikers when Bobby Sands, IRA commander in the H-Block, was elected MP for Fermanagh-South Tyrone as an anti H-Block candidate
- nationalists again showed their support for the hunger strikers when the funerals of Sands and others who died as part of the hunger strike were attended by nationalists in large numbers
- Sands' election agent was elected as MP for Fermanagh-South Tyrone after Sands' death
- nationalists showed their support for the hunger strikers' beliefs when Gerry Adams was elected MP for West Belfast in 1983 – and Sinn Fein's vote in those elections increased significantly. Sinn Fein were campaigning for issues that had been supported by the hunger strikers
- nationalists believed the British Government had badly mishandled the whole affair
- violence during the hunger strikes, in which 61 died
- unionists were horrified at nationalist support for the hunger strikers, whom unionists saw as gunmen and murders. Therefore, relations worsened between unionists and nationalists
- unionists urged British Prime Minister Margaret Thatcher not to give concessions to the hunger strikers

Any other valid point.

[12]

25

**Section B**

**50**

**Total**

**100**