

New  
Specification



General Certificate of Secondary Education  
2016

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## History

Unit 1: Studies in Depth

Higher Tier

[GHT12]

MONDAY 6 JUNE, MORNING

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**MARK  
SCHEME**

## General Marking Instructions

### ***Introduction***

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

### ***Assessment Objectives***

Below are the assessment objectives for GCSE History.

Candidates must:

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

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

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

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

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

### ***Positive marking***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Section A

AVAILABLE  
MARKS

Option 1: Germany, 1918–1939

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

- 1 (a) Describe **two** effects of the Great Depression of 1929 on the lives of the German people.

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

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

Able to identify one effect with no development **[1]**

Able to identify and describe one effect of the Great Depression of 1929 on the lives of the German people **[2]**

Apply above criteria to each effect

Any **two** effects:

- Unemployment increased to more than six million
- Many banks closed down and so people lost their savings
- Thousands of people became homeless as they could no longer pay their rent or mortgages
- Many people suffered from malnutrition and thousands of children and old people died.

Any other valid point

[4]

- (b) How did the tactics and actions of the Nazis change between 1923 and 1928?

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

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

**Indicative Content**

- In the Munich Putsch of 1923 Hitler and approximately 2000 Nazis tried to take power in Munich with the intention of marching to Berlin. However, they failed to get enough support and Hitler was arrested
- After the failure of the Munich Putsch, the Nazis decided to concentrate on using political methods to get into power. Hitler said he would ‘hold his nose and enter the Reichstag’
- Hitler used his trial for propaganda purposes. It was reported in national newspapers and it gave Hitler the opportunity to promote the Nazi 25 Point Programme. He also wrote Mein Kampf while in prison, outlining his main ideas
- The Nazi Party was reorganised by establishing the Gauleiter system. This enabled Hitler to control the spreading of the Nazi message throughout Germany. The Hitler Youth was established to train future members of the Nazi Party.

Any other valid point

[6]

- (c) Explain how Germany experienced economic and social problems in 1923 and why it began to recover by the end of 1924. In your answer refer to the guidelines and use other relevant knowledge.

- Invasion of the Ruhr and hyperinflation
- Actions of Gustav Stresemann.

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

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

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include a little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- The German government failed to keep up with reparations payments so France invaded the Ruhr area to take goods from the Germans instead of money
- The German government ordered passive resistance, so no goods were being produced, but they still had to pay striking workers, so printed off extra money to do this
- Many people lost savings and those on fixed incomes such as pensions suffered, as the money they received did not increase
- People with loans benefited as they could pay them off easily
- Many people bartered goods rather than using money
- Stresemann got striking workers to end passive resistance, getting production going again. Germany also started paying reparations again which led to the French leaving the Ruhr
- A new currency, the Rentenmark, and a new national bank were established
- The Dawes Plan allowed Germany to pay reparations over a longer period of time and it brought in loans from the USA which provided investment for German businesses.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

AVAILABLE  
MARKS

25

- 2 (a) Describe **two** ways in which the Nazis tried to control the churches in Germany between 1933 and 1939.

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

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

Able to identify one way with no development **[1]**

Able to identify and describe one way in which the Nazis tried to control the churches in Germany between 1933 and 1939 **[2]**

Apply above criteria to each way

Any **two** ways:

- The Nazis signed a Concordat with the Catholic Church. This meant that the Church would stay out of politics in return for the Nazis promising to let services, youth groups and schools continue to operate
- A new group called the German Christians (Reich Church) was established to control all Protestant churches, under the leadership of Ludwig Müller
- The German Faith Movement was set up. This was a Nazi Church based on pagan beliefs
- Church leaders who did not co-operate with Nazi policies were often put in concentration camps, e.g. Martin Niemöller of the Confessional Church.

Any other valid point [4]

- (b) In what ways did the Nazis consolidate their power in Germany in 1933 and 1934?

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

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

**Indicative Content**

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

Any other valid point

[6]

- (c) Explain how the German economy and the lives of workers changed between 1933 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- Policies to reduce unemployment
- Actions affecting the lives of workers.

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

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

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include a little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.



**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- Professional women and Jews were sacked from their jobs but were not included on the unemployment register. Their jobs could be taken by German men
- The RAD was established and was compulsory for all men aged 18–25. They had to carry out work for the state such as road building and tree planting for a very small amount of money
- Conscription was introduced
- New jobs were created in factories making ersatz products and weapons
- Trade unions were abolished and replaced with the DAF
- Workers had to work longer hours and were not allowed to leave their jobs without permission. Wages were fixed by the government
- Rent and price controls were introduced
- Incentives were offered to workers through the Strength Through Joy (KDF) programme, e.g. cheap holidays.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

**AVAILABLE  
MARKS**

25

- 3 (a) Describe **two** agreements which Germany made with other countries between 1933 and 1937.

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

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

Able to identify one agreement with no development **[1]**

Able to identify and describe one agreement which Germany made with other countries between 1933 and 1937 **[2]**

Apply above criteria to each agreement

Any **two** agreements:

- Germany signed the Non-Aggression Pact with Poland, in which the two countries agreed not to go to war with each other for ten years
- It signed the Anglo-German Naval Agreement in 1935, which meant that Germany's navy could be one third of the size of Britain's
- It created an alliance with Italy by agreeing to work together in the Rome-Berlin Axis
- It signed the Anti-Comintern Pact with Italy and Japan, where the three countries agreed to work together against the spread of communism.

Any other valid point

**[4]**

- (b) How were the Nazis able to gain control of Austria by 1938?

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

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

**Indicative Content**

- In 1934 Austrian Nazis assassinated the Austrian Chancellor, Dollfuss. Hitler considered taking over Austria at this point but the Italian leader, Mussolini, felt threatened. He moved troops to the border with Austria and Hitler changed his plans as he felt the German army was not strong enough to fight Italy. However, by 1938 Germany and Italy were allies and the German army had grown
- Austrian Nazis began to put pressure on the government to unite Austria and Germany. Hitler forced Schuschnigg, the Austrian chancellor, to appoint the Austrian Nazi leader, Seyss-Inquart, as Minister of the Interior
- Schuschnigg tried to hold a plebiscite 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 German troops into the country to restore order. The Anschluss was confirmed with a referendum in which 99% of the Austrian people who voted were in favour.

Any other valid point

[6]

- (c) Explain why and how the Nazis increased their control in Europe in 1938 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- The Sudetenland and Czechoslovakia
- Poland.

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

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

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the guidelines. Answers may lack balance and include a little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

### Level 3 ([11]–[15])

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

#### Indicative Content

- Hitler wanted the Sudetenland to create Grossdeutschland and to gain access to the Skoda arms factory
- 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
- Hitler then raised his claim to all of the Sudetenland and there were worries that war would break out after all. The Munich Conference was held where Chamberlain, along with Daladier, the French leader and Mussolini, the Italian leader, agreed to give Hitler all of the Sudetenland
- When the Germans took the Sudetenland in 1938 they gained control of Czechoslovakia's border defences. This made it easier for them to target the rest of the country which Hitler wanted for lebensraum. Germany invaded Czechoslovakia in March 1939, first taking Bohemia and Moravia, then Slovakia came under German protection
- Although Britain and France had given a guarantee to help Poland, Hitler invaded anyway as he detested the Polish Corridor which split German territory in two and he also wanted to regain control of the port of Danzig. The invasion of Poland was part of his quest for lebensraum and he also believed the Poles were racially inferior
- This was made easier as he had signed the Nazi-Soviet Pact with the USSR in order to avoid a war on two fronts. Using Blitzkrieg methods, the western side of Poland was taken easily.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25

AVAILABLE  
MARKS

**Option 2: Russia, c1916–1939**

AVAILABLE  
MARKS

- 4 (a) Describe **two** features of the system of Dual Authority in Russia after the February Revolution of 1917.

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

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

Able to identify one feature with no development **[1]**

Able to identify and describe one feature of the system of Dual Authority in Russia after the February Revolution **[2]**

Apply above criteria to each feature

Any **two** features:

- Power was shared between the Provisional Government and the Petrograd Soviet. The Provisional Government could not act without the support of the Petrograd Soviet
- The Provisional Government was unelected. The Petrograd Soviet was elected and represented the interests of workers in Petrograd
- The Petrograd Soviet soon had the power to control the army through Order Number One. The Provisional Government only had the conditional support of the army
- The Provisional Government and the Petrograd Soviet had to work together over urgent problems. These included Russia's involvement in World War One and preparations for elections for a Constituent Assembly.

Any other valid point [4]

- (b) Why did the Russian army experience problems during the First World War?

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

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

**Indicative Content**

- The German army was better organised and equipped. It easily defeated the Russian Army at Tannenberg and the Masurian Lakes in 1914
- There were shortages of artillery, ammunition, boots and medical equipment in the Russian Army. Morale declined, with a rising rate of desertion by 1916
- The quality of military leadership was poor. Most of the generals were upper class with little experience of modern warfare. The situation was made worse when most of the experienced officers and soldiers were killed in the first year of the war
- Nicholas II became Commander-in-Chief in 1915 but he was indecisive and lacked leadership skills
- The Russian Army suffered a high casualty rate. Over nine million soldiers were killed, wounded or taken prisoner by 1916.

Any other valid point

[6]

- (c) Explain how the Provisional Government lost power in Russia by October 1917. In your answer refer to the guidelines and use other relevant knowledge.

- Actions of the Provisional Government
- Actions of Lenin and Trotsky.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- The decision to continue Russia's involvement in World War One was unpopular. Problems with supplies of weapons and food increased and the June Offensive failed
- The delay in introducing land reform led to a loss of support from the peasants. The middle-class Provisional Government wanted to delay land reform until a Constituent Assembly was elected. By autumn 1917 disorder in the countryside increased, as returning soldiers seized land and killed over 2000 landlords and their agents
- The Provisional Government disbanded the Okhrana (the Tsarist secret police). This made it easier for the Bolsheviks to organise and undermine the Provisional Government
- The Kornilov Revolt was an important event in weakening the Provisional Government. Kerensky feared that Kornilov, the commander-in-chief of the Russian army, wanted to overthrow the Provisional Government. Kerensky released and gave weapons to the Bolshevik Red Guard to defend Petrograd. The Kornilov Revolt failed and the Bolsheviks, now armed, claimed credit for saving Petrograd
- Lenin returned to Petrograd in April 1917. He ordered the Bolsheviks not to cooperate with the Provisional Government. The April Theses called for 'Peace, Bread and Land' and 'All Power to the Soviets'. This won support for the Bolsheviks
- The July Days failed but the Bolsheviks exploited the Kornilov Revolt to win control of the Petrograd Soviet in September 1917. The Soviet was the vehicle used by the Bolsheviks to seize power
- In September and October Lenin, called for the immediate overthrow of the Provisional Government before the All Russian Council of Soviets next met and before elections to the Constituent Assembly were held. Lenin threatened to resign and his plans were accepted
- Trotsky 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

[15]

**Candidates must address both guidelines to access Level 3.**

25

- 5 (a) Describe **two** effects of War Communism on workers in Russia between 1918 and 1921.

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

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

Able to identify one effect with no development **[1]**

Able to identify and describe one effect of War Communism on workers in Russia **[2]**

Apply above criteria to each effect

Any **two** effects:

- War Communism imposed severe discipline on workers. Managers were put in charge and harsh penalties were imposed for absenteeism and lateness
- Workers faced rampant inflation and food shortages. This led to bartering in order to survive
- Wages were stopped and the Bolsheviks attempted to abolish currency. This made it harder for workers to provide for their families
- All trade unions were taken over by the government. Workers now had no one to protect them against the harsh measures introduced in the factories.

Any other valid point

[4]

- (b) How did the weaknesses and mistakes of the White Armies lead to their defeat in the Russian Civil War, 1918–1921?

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

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

**Level 2 ([3]–[4])**

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



**Level 3 ([5]–[6])**

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

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

**Indicative Content**

- The White Armies failed to unite effectively. They were an uncoordinated collection of groups in remote areas of Russia. They had very different aims, and were united only by dislike of the Bolsheviks
- The White Armies failed to establish a command structure and their leadership was divided and weak. A poor railway network prevented a coordinated attack by different groups
- 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 Denikin alienated the peasants by supporting the return of their land to the landlords
- The Whites brought in foreign armies to supply them with weapons and money. The White Armies often sold these weapons and supplies on the 'black market'. Bolshevik propaganda portrayed the Whites as disloyal and the Red Army as patriotic against foreign invaders.

Any other valid point

[6]

- (c) Explain how the New Economic Policy (NEP) affected the economy and the lives of people in Russia between 1921 and 1924. In your answer refer to the guidelines and use other relevant knowledge.

- Impact on industry and the lives of workers
- Impact on agriculture and the lives of peasants.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- Industrial growth almost reached pre-war levels by 1924. Factory output doubled between 1921 and 1924. Electricity output went up from 520 million kilowatts to 1562 million kilowatts
- A new class of private trader called Nepmen emerged. They made large profits and were resented by many Bolsheviks
- Most workers continued to work in state-controlled factories and industries. 90% of workers worked in these
- Workers' freedoms increased. For example, they were allowed to leave their job without permission from the government and were allowed to form free trade unions
- Piecework and incentives allowed workers to improve their standard of living. The NEP led to increased agricultural production and food supply, which benefited workers
- The NEP ended the forced seizure of food. Peasants only had to give part of their crops to the state and were allowed to sell their surplus grain for profit on the open market. The grain harvest doubled between 1921 and 1925
- The NEP led to the emergence of a richer, more industrious class of peasant called the kulaks. Kulaks were able to buy extra land and animals
- Peasants were unhappy that the price of grain fell behind that of industrial goods such as tractors and ploughs. This led to the 'Scissors Crisis' in 1923
- However, most peasants remained poor and continued to use backward methods of farming. Many were unable to afford the inflated price of manufactured goods.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25

6 (a) Describe **two** terms of the Nazi-Soviet Pact of 1939.

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

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

Able to identify one term with no development **[1]**

Able to identify and describe one term of the Nazi-Soviet Pact **[2]**

Apply above criteria to each term

Any **two** terms:

- The USSR and Germany agreed not to attack each other for 10 years. This gave the USSR more time to prepare for a German invasion
- A secret agreement allowed the USSR and Germany to divide Poland between them. This allowed the USSR to strengthen its borders
- The USSR was permitted to take control over the Baltic states of Lithuania, Latvia, Estonia and Finland. Once again, this allowed the USSR to strengthen its borders

Any other valid point

[4]

(b) How did Stalin's Five Year Plans affect the economy of the USSR between 1928 and 1939?

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

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

**Indicative Content**

- Gosplan set high targets for all factories and industries in order to drive up production. There was a large increase in the number of workers to achieve these plans
- Coal production increased from 35 million to 166 million tons and steel from 4 million to 18 million tons from 1928 to 1939. The second Five Year Plan led to significant growth in the metal and chemical industries. By the end of the 1930s, 38% of the Russian population was working class
- New industrial cities were built such as Magnitogorsk, a steel-mining city in the Urals, and Gorky
- Many of Stalin's successful industrial projects relied on forced labour, such as the Moscow-Volga canal. However, there were some failures, such as the Ladoga Canal
- In the late 1930s, strong emphasis was placed on defence and rearmament. The third Five Year Plan was heavily focused on rearmament.

Any other valid point

[6]

- (c) Explain why Stalin was able to increase his control of the USSR in the 1930s. In your answer refer to the guidelines and use other relevant knowledge.

- Propaganda and the Cult of Personality
- Terror and the Purges.

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

### Level 3 ([11]–[15])

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

#### Indicative Content

- The Cult of Personality was developed in the 1930s. Paintings, sculpture and poems glorified Stalin
- Propaganda was depicted as having played a central role in the modernisation of the USSR in the Five Year Plans and as World War Two approached
- Stalin was represented as the all-powerful leader and the saviour of the USSR. He was credited with having superhuman powers
- Stalin used the Communist Party newspaper Pravda for propaganda. He also used organisations like Komsomol to spread his ideas
- Stalin used terror to deal with political opposition. Kirov, the Leningrad party leader, was killed in 1934
- The Great Purges between 1934 and 1938 removed most of the middle and upper layers of the communist party. ‘Show Trials’ were used to remove the leading members of the Communist Party, e.g. Zinoviev and Bukharin
- In 1938 and 1939 there were purges of the army, navy and air force and even the NKVD itself, with the execution of its leader Yagoda
- A climate of fear and suspicion existed in the USSR in the 1930s, known as the Great Terror. The NKVD or secret police sent up to 20 million Russians to labour camps or gulags which were set up in remote areas such as Siberia.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

AVAILABLE  
MARKS

25

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

AVAILABLE  
MARKS

- 7 (a) Describe **two** problems faced by Black Americans in the USA during the 1920s.

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

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

Able to identify one problem with no development **[1]**

Able to identify and describe one problem faced by Black Americans in the USA during the 1920s **[2]**

Apply above criteria to **each** problem

Any **two** problems:

- The Jim Crow Laws ensured that Black Americans in the Southern States were segregated. Each group had separate schools and universities, housing and access to the law and public amenities
- The Ku Klux Klan (KKK) used violence and intimidation to ensure the supremacy of the WASPS. Over 400 Blacks were illegally killed or lynched by the KKK in the 1920s
- The Grandfather Clause prevented many Black Americans from voting. Blacks were also excluded from serving on juries or holding high legal office
- Black sharecroppers and farm labourers were badly affected by the slump in the cotton industry and over 1.5 million Black Americans migrated to the industrial cities in the north where most did poorly-paid work and lived in ghettos.

Any other valid point

[4]

- (b) What were the main weaknesses of the American economy during the 1920s?

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

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

**Indicative Content**

- Wealth was unequally divided, with only 5% of the population owning 33% of the wealth. The economic boom was too heavily based on cars and consumer goods
- New inventions led to the decline of the textile and coal industry. Workers in these industries had low wages and poor working conditions. Coal miners were involved in strikes and lockouts for better wages and conditions
- Many unskilled workers in construction missed out on the boom. Wages of construction workers increased by only 4% during the 1920s and conditions were very dangerous, especially in the construction of the skyscrapers
- Farmers did not share in the economic boom. Between 1919 and 1929, farm income fell from \$22 billion to \$13 billion. Over 3 million farming families earned less than \$1000 per year
- Farmers borrowed from banks to buy machinery to increase production but overproduction caused food prices to fall and farm debt increased to \$2 billion by 1929. Evictions increased and mechanisation caused thousands of farm labourers to lose their jobs. Sharecroppers in the Southern States were badly affected by the fall in cotton prices forcing thousands to migrate to the northern cities.

Any other valid point

[6]

- (c) Explain how the lives of young Americans were affected by the cinema and jazz music and why some Americans were hostile towards the cinema and jazz music in the 1920s. In your answer refer to the guidelines and use other relevant knowledge.

- Effects of the cinema and jazz music on the lives of young Americans
- Reasons for hostility towards the cinema and jazz music.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question asked. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([6]) AO1 ([9]) AO2****Indicative Content**

- The cinema was a new way of spending leisure time. 110 million visited the cinema each week to see the silent movies
- Movie stars, e.g. Clara Bow and Rudolf Valentino influenced the attitudes and behaviour of young people. People bought magazines to read about the lives of the film stars and imitate their fashion
- Cinema and jazz music were important in the lives of the Flappers, the fashionable young women who smoked, wore short skirts and held liberal attitudes to relationships
- Jazz music became very popular among young people who enjoyed new daring dances like the Charleston and Black Bottom
- Jazz music was linked to the speakeasies. Drinking alcohol and dancing became a popular part of the new lifestyle changes of many young people in the 1920s
- Conservative groups blamed the cinema for the decline in morals of young people. They criticised the use of sex symbols, e.g. Clara Bow, the 'It' girl. The Hays Code tried to regulate the moral content of films by banning nudity and the extended kissing
- Energetic and sensual dances linked to jazz music were criticised by churches and conservatives for promoting immoral behaviour
- Conservative WASP groups criticised jazz music for encouraging racial mixing. Most jazz musicians, e.g. Louis Armstrong and Bessie Smith, were Black Americans.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25



- 8 (a) Describe **two** effects of the Great Depression on the lives of the unemployed in the USA.

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

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

Able to identify one effect with no development **[1]**

Able to identify and describe one effect experienced by the unemployed **[2]**

Apply above criteria to each effect

Any **two** effects:

- In 1932 over 13 million Americans were unemployed. There was no unemployment benefit. Many unemployed people queued in breadlines for free food from charities
- Thousands of unemployed who could not pay their rent or mortgage were evicted. Many moved to shanty towns, sarcastically called 'Hoovervilles'
- Many unemployed tramped the streets looking for work. Two million hobos travelled illegally on freight trains all over the USA in search of seasonal work
- Some resorted to petty crime, begging and even prostitution. Suicide rates increased by 50% to 17 per 100 000, as many lost hope.

Any other valid point

**[4]**

- (b) How did problems with the stock exchange and banks cause the Wall Street Crash in October 1929?

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

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

#### **Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

**Indicative Content**

- There was no regulation of the stock exchange or banking system in the USA in the 1920s as more people speculated for short term profit. A share-buying craze between 1927 and 1929 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
- Speculators bought shares 'on the margin' with money borrowed from banks. Speculators could borrow 90% of the share price and sell the shares later at a profit. This system could only continue if share prices kept increasing. These small investors could not pay back loans to the banks if share prices fell
- Banks used savers' money to invest in shares and loans to speculators and stock brokers. Share speculation was based on confidence that the economic boom would continue
- In October 1929 there was a loss of confidence and banks put pressure on speculators to repay loans. This led to panic selling and a collapse in the value of shares. Hundreds of banks closed down and thousands of speculators were ruined as share prices went into free fall.

Any other valid point

[6]

- (c) Explain how people living in the countryside experienced problems during the Great Depression and how President Hoover attempted to deal with these problems, 1929–1932. In your answer refer to the guidelines and use other relevant knowledge.

- Problems experienced by farmers and sharecroppers
- Actions of President Hoover, 1929–1932.

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question asked. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**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
- Many sharecroppers and farm labourers lost their jobs and experienced great hardship and hunger. At the same time, farmers were forced to destroy crops because it was too expensive to harvest them. Poverty existed in the midst of plenty in the USA during the Depression
- The Dust Bowl worsened the position of farmers in the Midwest. Drought and over cropped soil led to dust storms which ruined 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
- In 1929 Hoover set up the Farm Board to buy surplus produce in order to increase food prices for farmers. However, its budget was only \$500 million. It did little to halt the slide in agricultural prices which fell from \$13 billion in 1929 to \$7 billion in 1932
- In 1930 the Hawley-Smoot Act increased tariffs by 50% to protect USA industry and agriculture. This reduced world trade and had a negative effect on agricultural exports
- The Hoover Dam controlled the Colorado River and provided farmers in Arizona and Nevada with a regular supply of water. It also prevented flooding and provided a source of hydroelectric power to a wide area.

Any other valid point

[15]

**Candidates must address both guidelines to access Level 3.**

25

- 9 (a) Describe **two** factors that helped F.D. Roosevelt to win the 1932 Presidential election.

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

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

Able to identify one factor with no development **[1]**

Able to identify and describe one factor that helped F.D. Roosevelt to win the 1932 Presidential election **[2]**

Apply above criteria to each factor

Any **two** factors:

- Roosevelt, the Democrat candidate promised 'Action and Action Now' and offered hope to the American people. He promised the American people a New Deal
- Roosevelt conducted a positive and energetic campaign. He was a good speaker and, with his wife Eleanor, visited many states to meet people
- Most Americans were disillusioned by President Hoover's lack of success in dealing with the effects of the Depression. Hoover's slogan 'Prosperity is just around the Corner' rang hollow by 1932
- Hoover's election campaign was negative and offered no new policies to deal with the effects of the Great Depression. He was seen as a remote figure and won only 6 states out of 50 in the 1932 election.

Any other valid point

[4]

- (b) Why did the Republican Party and key individuals oppose Roosevelt's New Deal?

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

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

**Level 2 ([3]–[4])**

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

**Level 3 ([5]–[6])**

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

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

**Indicative Content**

- The Republican Party claimed that Roosevelt was making the federal government too powerful. They accused Roosevelt of behaving like a dictator. Republicans and Big Business set up the Liberty League to oppose Roosevelt and the New Deal in the 1936 Presidential election
- The Republican Party accused Roosevelt of excessive spending of taxpayers' money on the New Deal. They criticised the limited value of some of the Work Progress Administration (WPA) schemes called 'boondoggles'
- Republicans accused Roosevelt of turning the USA into a socialist state, e.g. by legalising trade unions and increasing workers' rights
- There was criticism of the slowness of Roosevelt's New Deal to reduce unemployment which was 20% in 1936. Dr Townsend criticised the New Deal's failure to help the retired and elderly. Fr Charles Coughlin, a Catholic priest, used his radio broadcasts to criticise the New Deal for not doing enough to reduce poverty. He won much support for radical plans to nationalise banks and introduce a minimum wage
- Roosevelt's most dangerous opponent was Senator Huey Long, a rival in the Democrat Party. He gained much popularity with his radical 'Share Our Wealth' scheme.

Any other valid point

[6]

- (c) Explain how New Deal agencies helped agriculture and the lives of people living in the countryside between 1933 and 1939. In your answer refer to the guidelines and use other relevant knowledge.

- Actions of the Agricultural Adjustment Administration (AAA) and the Civilian Conservation Corps (CCC)
- Actions of the Tennessee Valley Authority (TVA).

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

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

**Level 1 ([1]–[5])**

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

**Level 2 ([6]–[10])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question asked. The guidelines will be used and own knowledge may be used to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([11]–[15])**

Answers will provide a full, focused explanation and analysis of the question. The guidelines and own knowledge will be used to provide a balanced and well-informed response. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

**Indicative Content**

- The Agricultural Adjustment Administration (AAA) was set up to deal with the problems of over supply and low prices. It aimed to improve agriculture by increasing farm prices and the incomes of farmers
- Compensation was paid to farmers to reduce the amount of crops sown and animals bred. 6 million piglets were killed and millions of acres of cotton and wheat were ploughed up
- By 1934 food prices increased, farm debt was halved and farm income increased by 50%
- The Civilian Conservation Corps (CCC) provided work for unemployed young men. The CCC helped set up conservation projects, e.g. planting trees and digging canals, which brought long-term benefits to farming and the environment
- The Tennessee Valley Authority (TVA) helped farmers affected by soil erosion and flooding in a vast area across seven states
- The TVA aimed to improve the quality of the soil by building dams to prevent flooding and plant forests to prevent erosion. 21 dams were constructed on the Tennessee River. These controlled water flow and made farmland in this area of 40 000 square miles productive again
- Few farms had electricity and the building of hydro-electric power stations provided cheap electricity for this area which benefited farmers
- The TVA succeeded in its aim of transforming the infrastructure of the Tennessee Valley by creating employment for unemployed sharecroppers in industries such as light engineering
- A new 650 mile waterway linked the major river systems, provided easy access to the area and promoted tourism.

Any other valid point [15]

**Candidates must address both guidelines to access Level 3.**

**Section A**

**AVAILABLE MARKS**

25

**50**

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

**10 (a) (i) Study Source A**

Using **Source A** and **your own knowledge**, describe how Northern Ireland's naval and air bases contributed to the British war effort.

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

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

**Level 1 ([1]–[2])**

Answers at this level will address the question in a general way and offer a limited description of how Northern Ireland's naval and air bases contributed to the British war effort. Answers make very little reference to Source A and limited or no own knowledge is used.

**Level 2 ([3]–[4])**

Answers at this level will offer a more detailed description of how Northern Ireland's naval and air bases contributed to the British war effort using Source A. Some own knowledge may be used to support the answer. There will be gaps in the response.

**Level 3 ([5]–[6])**

Answers at this level will offer a full and accurate description of how Northern Ireland's naval and air bases contributed to the British war effort using Source A. Relevant and accurate own knowledge will be used to support the answer.

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

Answers may include some of the following:

- Northern Ireland with its ports would play a vital role in the Battle of the Atlantic, (Source A), e.g. Derry/Londonderry
- Northern Ireland was important in helping to get supplies to Liverpool and Glasgow (Source A)
- Air bases in Northern Ireland provided much needed cover for Atlantic convoys, (Source A), e.g. aircraft from Castle Archdale sank 18 U-boats in 1943
- Natural inlets such as Lough Foyle provided refuge for merchant shipping from U-boat attacks.

Any other valid point

[6]

**(ii) Study Source B**

Using **Source B** and **your own knowledge**, explain the effects of the German Blitz on Belfast in 1941.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrate understanding of the past through explanation of significance; understands source material as part of an historical enquiry.

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

**Level 1 ([1]–[3])**

Answers at this level will address the question in a general way.

Answers may describe Source B and use limited own knowledge.

Explanation, if any, will be weak.

**Level 2 ([4]–[6])**

Answers at this level will provide a more detailed explanation and analysis of the effects of the German Blitz on Belfast in 1941. The content of Source B and some own knowledge will be used to provide a more informed response.

**Level 3 ([7]–[9])**

Answers at this level will offer a more detailed and developed explanation of the effects of the German Blitz on Belfast in 1941. Source B will be used fully and accurately. Own knowledge will be used to provide an informed response.

**([3]) AO1 ([3]) AO2 ([3]) AO3**

Answers may include some of the following using Source B and their own knowledge:

- Source B shows the extensive damage to High Street in Belfast city centre
- Source B shows the buildings in the street demolished and shows smouldering fires. This was a problem throughout the city. The government of Éire sent 13 fire engines and 71 firemen to assist in fighting the fires in Belfast
- Industrial targets such as Harland and Wolff were hit
- Almost 57 000 homes were damaged or destroyed, leaving more than 100 000 homeless
- 955 people were killed and 2400 injured during the four raids on Belfast. Eleven churches, two hospitals and two schools were also destroyed and large numbers of people fled from Belfast and crossed the border into Éire.

Any other valid point

[9]



**(iii) Study Source C**

**Source C** suggests that the British government believed that the 1937 Irish Constitution did not bring “a great change to the position of the Irish Free State”.

How far do you agree with the view that the 1937 Irish Constitution did not change relations between the Irish Free State and Britain? Explain your answer using **Source C** and **your own knowledge**.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how historical events have been interpreted and represented in different ways.

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

**Level 1 ([1]–[4])**

Limited and generalised response which only partially addresses the question. Candidates may extract limited information from Source C which outlines one view on how the 1937 Irish Constitution affected relations between the Irish Free State and Britain. Candidates may also include some general points from their own knowledge. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([5]–[8])**

Answers at this level will show an understanding of the different views on how the 1937 Irish Constitution affected relations between the Irish Free State and Britain. Candidates will use the view expressed in Source C and their own knowledge and attempt to reach a judgement on the different views related to the change in relations. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([9]–[12])**

Candidates at this level will show a clear understanding of the views regarding the effects of the 1937 Irish Constitution on relations between the Irish Free State and Britain as outlined in Source C. Candidates will use their own knowledge to explain clearly the different interpretations on the effects of the 1937 Irish Constitution and make reference to Source C to support their explanation. A judgement must be reached. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2 ([6]) AO3**

Answers may include some of the following from Source C:

- Source C shows that the British government did not see the new constitution as bringing a great change to the position of the Irish Free State
- Source C shows that the government believed that the new constitution did not change their relationship with Dublin
- Source C shows that the British government believed the Irish Free State was still part of the Commonwealth.

Answers may include some of the following own knowledge:

- Source C is not representative of all views on the 1937 Irish Constitution. It only shows the views of the British government
- Unionists did not react as calmly. The 1937 Constitution reinforced their fears and suspicions of the Irish Free State, for example abolishing the Oath of Allegiance in 1933
- Éire had become a republic in all but name and so the position and relationship had changed
- The terms of the constitution showed that the Irish Free State believed a change had come about in their relationship with Britain.

Any other valid point [12]

- (b) In what ways did the terms of the Anglo-Irish Agreements of 1938 affect relations between Britain and Éire?

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

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[2])**

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

#### **Level 2 ([3]–[4])**

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

#### **Level 3 ([5]–[6])**

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

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

Answers may include some of the following:

- The Trade War between Britain and Éire would come to an end but this did not apply to cross border trade, which was subject to a long-running boycott
- There was a removal of the special tariffs which had been imposed on Irish and British goods
- Éire would pay Britain a lump sum of £10 million in settlement for all claims for land annuities – these were worth an estimated £78 million
- Britain would return all three Treaty Ports, without any specific assurance that it would have use of them if there was a war
- The 1938 Agreements were very much in Éire’s favour because Chamberlain was trying not to antagonise de Valera with the prospect of war with Hitler looming.

Any other valid point

[6]

- (c) “Living standards were much better in Northern Ireland than in Éire in the period 1945 to 1949”. Do you agree? Explain your answer.

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

Award [0] for responses not worthy of credit

#### **Level 1 ([1]–[5])**

Answers will address the question in a general way. Answer will include general points linked to the statement. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

#### **Level 2 ([6]–[11])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. Answers will attempt to reach a judgement to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

#### **Level 3 ([12]–[17])**

Answers will provide a full, focused explanation and analysis of the question to provide a balanced and well informed response. Answers will reach a judgement in relation to the question. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

Answers may include some of the following:

- The introduction and impact of the Welfare State in Northern Ireland was significant and helped to greatly improve the standard of living. This meant that people in Northern Ireland were better off than in Éire
- There was a severe shortage of houses in Northern Ireland, made worse by the impact of the war. The Housing Trust was established to build new houses in Northern Ireland. More than 100 000 new homes were needed and eventually built. In Éire, building materials became almost unobtainable, meaning that houses could not be built
- 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 provision in Éire. People had to pay for their own medical care
- Éire suffered severe economic depression after the war. Prices rose and unemployment and emigration increased. This shows people were worse off than in Northern Ireland
- In January 1947, de Valera announced that Éire was still in a state of emergency
- The inability of the Éire government 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
- War time rationing remained in force and was extended to include bread
- Inflation began to rise and as workers failed to achieve sufficient wage increases, a wave of strikes broke out
- Emigration rates from Éire remained high after 1945.

Any other valid point

[17]

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

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

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

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

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

#### **Level 2 Intermediate performance ([2]–[3])**

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

#### **Level 3 High performance ([4]–[5])**

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

[5]

55

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

**AVAILABLE  
MARKS**

**11 (a) (i) Study Source A**

Using **Source A** and **your own knowledge**, describe how violence increased in Northern Ireland in the summer of 1969.

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

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

**Level 1 ([1]–[2])**

Answers at this level will address the question in a general way and offer a limited description of how violence increased. Answers will make very little reference to Source A and limited or no own knowledge is used.

**Level 2 ([3]–[4])**

Answers at this level will offer a more detailed description of how violence increased in Northern Ireland in the summer of 1969 using Source A. Answers will use some own knowledge to support their answer. There will be gaps in the response.

**Level 3 ([5]–[6])**

Answers at this level will offer a full and accurate description of how violence increased in Northern Ireland in the summer of 1969 using Source A. Relevant and accurate own knowledge will be used to support the answer.

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

Answers may include some of the following:

- Source A shows some of the results of the sectarian violence in Belfast in the summer of 1969. Thousands of families (mainly Catholic) were put out of their homes in Belfast. The fighting was particularly fierce in Bombay Street, where houses were burned
- Paramilitaries emerged in Belfast where gunfire began to replace stones and petrol bombs. Seven people were killed and around one hundred wounded
- The Annual Apprentice Boys Parade in Derry/Londonderry was followed by serious violence. The Battle of the Bogside took place. It lasted for fifty hours and was captured on television
- Violence spread to other provincial towns as the exhausted RUC, which numbered no more than 3200, was unable to cope with the situation.

Any other valid point

[6]

**(ii) Study Source B**

Using **Source B** and **your own knowledge**, explain why some people in Northern Ireland were opposed to O'Neill and his policies in the 1960s.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrate understanding of the past through explanation of significance; understands source material as part of an historical enquiry.

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

**Level 1 ([1]–[3])**

Answers at this level will address the question in a general way.

Answers may describe Source B and use limited own knowledge.

Explanation, if any, will be weak.

**Level 2 ([4]–[6])**

Answers at this level will provide a more detailed analysis of the main reasons why some people in Northern Ireland were opposed to O’Neill and his policies. The content of Source B and some own knowledge will be used to provide a more informed response.

**Level 3 ([7]–[9])**

Answers at this level will offer a more detailed and developed explanation of the main reasons why some people in Northern Ireland were opposed to O’Neill and his policies. Source B will be used fully and accurately. Own knowledge will be used to provide an informed response.

**([3]) AO1 ([3]) AO2 ([3]) AO3**

Answers may include some of the following using Source B and their own knowledge:

- Source B states that “Many within the Official Unionist Party thought he was making too many concessions”
- Some nationalists felt that O’Neill was ‘too slow’ in taking real action (Source B)
- Source B states that “Nationalists believed that his economic policies were helping to make Protestant areas more prosperous and ignoring Catholic areas”
- O’Neill’s cabinet was angry at not being informed about the visit of Lemass in January 1965. Brian Faulkner condemned the visit
- Many unionists opposed O’Neill’s cooperation with the Irish Republic as it laid claim to “the whole island” of Ireland in its constitution. There was also opposition to co-operating with the Irish Republic due to the position of the Catholic Church in the constitution
- William Craig, Home Affairs Minister, condemned O’Neill’s television speech after his Five Point Reform Programme, arguing that O’Neill was giving in to pressure from the British government
- Some were angered at the appointment of the Cameron Commission after the violence at Burntollet Bridge. Faulkner resigned, saying O’Neill was not strong enough to handle the situation
- O’Neill’s aloof attitude created opposition from some Unionists
- Some nationalists also had concerns over the naming of the new city, Craigavon, after Northern Ireland’s first Prime Minister. There was also significant cross-community protest when Northern Ireland’s second university was sited in Coleraine.

Any other valid point

[9]

**(iii) Study Source C**

**Source C** states that the Hunger Strikes of 1980 and 1981 were a “success for nationalists, but a failure for the British government”.

How far do you agree with the view that the Hunger Strikes were a success for nationalists and a failure for the British government?  
Explain your answer using **Source C** and **your own knowledge**.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how historical events have been interpreted and represented in different ways.

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

**Level 1 ([1]–[4])**

Limited and generalised response which only partially addresses the question. Candidates may extract limited information from Source C which outlines one view on the Hunger Strikes. Candidates may also include some general points from their own knowledge. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([5]–[8])**

Answers at this level will show an understanding of the different views on the Hunger Strikes. Candidates will use the view expressed in Source C and their own knowledge and attempt to reach a judgement on whether the Hunger Strikes were a success for nationalists and a failure for the British government. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([9]–[12])**

Candidates at this level will show a clear understanding of the view expressed in Source C regarding the Hunger Strikes. Candidates will use their own knowledge to explain clearly the different interpretations on the Hunger Strikes and make reference to Source C to support their explanation. A judgement must be reached. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2 ([6]) AO3**

Answers may include some of the following information from Source C:

- Source C states “the British handling of the whole H-block situation was disastrous and politically this was a difficult time for the government”. This supports the idea that the Hunger Strikes were a failure for the British government
- Source C also states that the Hunger Strikes and “the British

government's response did more to unite nationalist opinion than any other single event since Bloody Sunday in 1972", suggesting that nationalist opinion turned against the British government.

Answers may include some of the following own knowledge:

- The Hunger Strike of 1981 gained support from nationalists in Northern Ireland. When Bobby Sands stood in the Fermanagh-South Tyrone by-election he was elected MP. The funerals of Sands and others who died as part of the Hunger Strike were attended by nationalists in large numbers
- Nationalists showed their support for the hunger strikers' beliefs when Gerry Adams was elected MP for West Belfast in 1983, whilst Gerry Fitt lost his seat. The SDLP lost support. Sinn Féin's vote in the 1983 elections increased significantly. Sinn Féin was campaigning for issues that had been supported by the hunger strikers. Support for the IRA increased
- The policies of the British government were not a failure, but the government held firm in its views. They refused to reintroduce Special Category Status or treat Republican prisoners as political prisoners. Margaret Thatcher insisted that the hunger strikers were criminals
- The hunger strikers did not receive sympathetic treatment from the British government while they were in prison. Claims were made that the government attempted to force-feed them
- Nationalist feeling against Margaret Thatcher's Conservative government increased and there was international condemnation and pressure from other governments and the media for the government to change its policy.

Any other valid point

[12]

- (b) In what ways did the government of Northern Ireland and the unionist people respond to the civil rights movement between August 1968 and January 1969?

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

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

#### **Level 2 ([3]–[4])**

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



**Level 3 ([5]–[6])**

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

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

Answers may include some of the following:

- The Coalisland to Dungannon march of August 1968 was prevented from reaching its intended destination of Dungannon by a police barricade
- The government banned all marches in Derry/Londonderry when the NICRA planned a march there in October 1968
- The government announced the Five Point Reform Programme after the violence during the NICRA march in October 1968. This programme included reforms such as a points system for the allocation of council housing and the abolition of the Londonderry Corporation
- O'Neill made a television appearance in December 1968 to appeal for calm from civil rights leaders
- Loyalists ambushed the People's Democracy march from Belfast to Derry/Londonderry January 1969, at Burntollet Bridge
- The government established the Cameron Commission to investigate the violence at the Burntollet ambush.

Any other valid point

[6]

- (c) "The people of Northern Ireland did not want power-sharing to work in 1973 and 1974". Do you agree? Explain your answer.

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

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

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the statement. Answers may lack balance and include little explanation. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([6]–[11])**

Answers will provide a more detailed and developed explanation and analysis clearly linked to the question. Answers will attempt to reach a judgement to provide a more informed response. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

**Level 3 ([12]–[17])**

Answers will provide a full, focused explanation and analysis of the question to provide a balanced and well informed response. Answers will reach a judgement in relation to the question. Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

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

Answers may include some of the following:

- There was support for power-sharing across the community in Northern Ireland and many people in Northern Ireland did want it to work
- Some unionists such as Brian Faulkner and his supporters supported power-sharing and took part in the Executive. Faulkner believed that power-sharing offered the chance to get rid of Direct Rule and that the Council of Ireland was merely an advisory body to help improve economic relations in Ireland. Faulkner saw power sharing as a tool which he had used to get the Republic of Ireland to accept the position of Northern Ireland in the United Kingdom
- The SDLP took part in the power-sharing Executive. The SDLP saw the Council of Ireland as a chance to build links with the Republic of Ireland and give it more of a role in Northern Ireland's affairs
- The Alliance Party took part in the Executive. They believed it was a chance for peace and progress
- There were those in Northern Ireland who were opposed to power-sharing and did not want it to work
- Anti-power-sharing unionists contested the first Assembly elections and secured the majority of unionist votes. They disrupted the power-sharing Assembly and criticised the power-sharing Executive
- The UWC Strike of 1974 brought most of Northern Ireland to a standstill after one week. Industries had to close down, there were regular electricity blackouts, and fuel supplies were strictly controlled. Hundreds of road blocks were erected. Eventually the UWC ordered a total shutdown when the army was ordered to take over fuel supplies. In Dublin and Monaghan loyalist bombs exploded
- Many unionists were determined to destroy power-sharing because of the "Irish Dimension" and did not believe that power should be shared with those who were not loyal to the Union
- There was anger among anti-power-sharing unionists at being left out of the process of setting up power-sharing. They were not included in the power-sharing Executive and were not invited to Sunningdale
- The IRA opposed power-sharing, believing it fell short of what they wanted, a united Ireland. They continued their bombing campaign.

Any other valid point

[17]

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

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

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

**Level 1 Threshold performance ([1])**

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

**Level 2 Intermediate performance ([2]–[3])**

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

**Level 3 High performance ([4]–[5])**

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

AVAILABLE MARKS	
[5]	55
<b>Section B</b>	<b>55</b>
<b>Total</b>	<b>105</b>