

## GCSE History Specimen Assessment Materials

**Updated GCSE History Specimen Assessment  
Materials for first teaching from September 2014**

For first assessment from Summer 2015

For first award in Summer 2016

Subject Code: 4010

# History

# Foreword

It is intended that the specimen assessment materials contained in this booklet will help teachers and students to understand, as fully as possible, the markers' expectations of candidates' responses to the types of tasks and questions set at GCSE level. These specimen assessment materials should be used in conjunction with CCEA's updated GCSE History specification for first teaching in September 2014.



# GCSE History

## Specimen Assessment Materials

### Contents

<b>Specimen Papers</b>	<b>1</b>
<b>Foundation Tier</b>	
Unit 1: Studies in Depth	3
Unit 2: The Cold War 1945–1991	45
<b>Higher Tier</b>	
Unit 1: Studies in Depth	57
Unit 2: The Cold War 1945–1991	67
<b>Mark Schemes</b>	<b>73</b>
General Marking Instructions	
<b>Foundation Tier</b>	
Unit 1: Studies in Depth	79
Unit 2: The Cold War 1945–1991	133
<b>Higher Tier</b>	
Unit 1: Studies in Depth	145
Unit 2: The Cold War 1945–1991	197
<b>Controlled Assessment</b>	<b>211</b>
Unit 3: Investigative Study: Task	213
Unit 3: Investigative Study: Mark Scheme	219

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**SPECIMEN PAPERS  
DIVIDER PAPER FRONT**

**SPECIMEN PAPER  
DIVIDER PAPER BACK**



General Certificate of Secondary Education  
2015

Centre Number

71	
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Candidate Number

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## History

### Unit 1: Studies in Depth

### Foundation Tier

### SPECIMEN PAPER

#### TIME

2 hours

#### INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number in the spaces provided at the top of this page and on any additional sheets.

Answer **two** Key Issue questions from your chosen option in Section A and **all** questions from your chosen option in Section B.

If needed, you can ask for more sheets to finish your answers. Please attach these sheets to your booklet using the tag supplied.

#### INFORMATION FOR CANDIDATES

The total mark for this paper is **105**.

Quality of written communication will be assessed in parts (c) and (d) of all questions in Section A and in parts (c) and (d) of all questions in Section B.

Spelling, punctuation and the accurate use of grammar will be assessed in Section B questions **10(d)** and **11(d)**.

Figures in brackets down the right-hand side indicate the marks awarded to each question or part question.

For Examiner's  
use only

#### Section A

Question Number	Marks
1	
2	
3	
4	
5	
6	
7	
8	
9	

#### Section B

10	
11	
<b>SPaG</b>	
10 (d)	
11 (d)	

Total  
Marks

--

## Section A

Answer **two** Key Issue questions from **your chosen option**

<b>Options</b>	<b>Pages</b>
<b>Option 1:</b> Germany 1918–1939	5–13
<b>Option 2:</b> Russia c1916–1939	14–22
<b>Option 3:</b> United States of America c1920–1941	23–31

## Section B

Answer **all** questions from **your chosen option**

<b>Option 4:</b> Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932–1949	32–37
<b>Option 5:</b> Changing Relationships: Britain, Northern Ireland and the Republic of Ireland 1965–1985	38–43

## Section A

### Option 1: Germany 1918–1939

This question is on Key Issue 1: The Aftermath of the First World War and the Weimar Republic

1 (a) Below is a list of people linked with the Weimar Republic:

Friedrich Ebert	Ernst Röhm	General von Schleicher	Adolf Hitler	Walter Rathenau
-----------------	------------	------------------------	--------------	-----------------

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

(i) Germany's Foreign Minister assassinated in 1922

Walter Rathenau

(ii) Author of Mein Kampf

\_\_\_\_\_ [1]

(iii) First President of the Weimar Republic

\_\_\_\_\_ [1]

(iv) Leader of the SA

\_\_\_\_\_ [1]

(v) Chancellor of Germany before Hitler

\_\_\_\_\_ [1]

(b) Describe **two** actions taken by people living in Germany to protest against Weimar governments between 1919 and 1923.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

(c) Below are two terms of the Treaty of Versailles signed by Germany in 1919.

Choose **one** term and explain how it affected Germany.

Loss of Land	Reduction in the Size of Germany's Military
--------------	---

**Term chosen:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]



**This question is on Key Issue 2: Nazi Germany, 1933–1939**

2 (a) Below is a list of events linked with Nazi Germany:

Reichstag Fire	Night of the Long Knives	Nuremberg Rallies	Olympic Games	Death of Hindenburg
----------------	--------------------------	-------------------	---------------	---------------------

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

(i) Event held in Berlin in 1936 which was used to show Germany to the rest of the world

Olympic Games

(ii) Event which led to the death of SA leader

\_\_\_\_\_ [1]

(iii) Annual large gathering of people organised by the Nazis

\_\_\_\_\_ [1]

(iv) Event which allowed Hitler to become Führer and Chancellor of Germany

\_\_\_\_\_ [1]

(v) Event in 1933 which was blamed on communists

\_\_\_\_\_ [1]

(b) Describe **two** actions which show how the Nazis tried to control young people in Germany between 1933 and 1939.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

(c) Below are two actions taken by the Nazis against Jewish people living in Germany.

Choose **one** action and explain how it affected the lives of Jews living in Germany.

The passing of the Nuremberg Laws, 1935	Kristallnacht (Night of the Broken Glass), 1938
---	---

**Action chosen:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]



**This question is on Key Issue 3: Nazi Policies and Actions in Europe, 1933–1939**

**3 (a)** Below are countries linked with Nazi foreign policy:

Italy	Great Britain	USSR	Austria	Poland
-------	---------------	------	---------	--------

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

(i) Country with which Germany signed a military agreement in 1936

Italy

(ii) Country that Germany failed to take over in 1934

\_\_\_\_\_ [1]

(iii) Country led by Joseph Stalin

\_\_\_\_\_ [1]

(iv) Country with which Germany signed a naval agreement in 1935

\_\_\_\_\_ [1]

(v) German invasion of this country led to the outbreak of the Second World War

\_\_\_\_\_ [1]

(b) Describe **two** reasons why Hitler wanted to take over the Sudetenland in 1938.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

(c) Below are two areas taken over by Germany in the 1930s.

Choose **one** area and explain how Germany took control.

The Rhineland, 1936	Austria, 1938
---------------------	---------------

**Area chosen:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]



### Option 2: Russia c1916–1939

This question is on Key Issue 1: The End of Tsarism and the 1917 Revolutions

- 4 (a) Below is a list of people linked to the Provisional Government and the October Revolution:

Lenin	Lvov	Trotsky	Kerensky	Kornilov
-------	------	---------	----------	----------

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

- (i) Leader of the Provisional Government from February to July 1917

Lvov

- (ii) Bolshevik who planned the October Revolution

\_\_\_\_\_ [1]

- (iii) Leader of the Provisional Government in October 1917

\_\_\_\_\_ [1]

- (iv) A Russian General who tried to seize power in August 1917

\_\_\_\_\_ [1]

- (v) Leader of the Bolsheviks

\_\_\_\_\_ [1]

(b) Describe **two** reasons why Tsar Nicholas II and Tsarina Alexandra lost popularity in Russia during the First World War.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

(c) Below are two events that caused problems for the Provisional Government in 1917.

Choose **one** event and explain how it caused problems for the Provisional Government.

The July Days	The Kornilov Revolt
---------------	---------------------

**Event chosen:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]



**This question is on Key Issue 2: The Establishment of the Bolshevik State, 1917–1924**

**5 (a)** Below is a list of words linked with War Communism:

Kronstadt	Tambov	Cheka	Rouble	Barter
-----------	--------	-------	--------	--------

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

(i) Russian money that lost its value during War Communism

Rouble

(ii) Rebellion by peasants against War Communism

\_\_\_\_\_ [1]

(iii) Rebellion by sailors in Petrograd against War Communism

\_\_\_\_\_ [1]

(iv) Group sent by the Bolsheviks to seize food from the peasants

\_\_\_\_\_ [1]

(v) System of exchanging goods in place of money

\_\_\_\_\_ [1]

(b) Describe **two** strengths of the Red Army during the Civil War.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

(c) Below are two actions taken by Lenin and the Bolsheviks to keep control over Russia between October 1917 and June 1918.

Choose **one** action and explain how it helped Lenin and the Bolsheviks to keep power.

The Closure of the Constituent Assembly	The Treaty of Brest-Litovsk
---	-----------------------------

**Action chosen:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]



**This question is on Key Issue 3: Stalin and the Union of Soviet Socialist Republics (USSR), 1924–1939**

**6 (a)** Below is a list of words linked with collectivisation:

Siberia	Kolkhoz	Kulaks	Ukraine	Motor Tractor Stations
---------	---------	--------	---------	------------------------

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

- (i)** Provided machinery to enable collective farms to increase their production

Motor Tractor Stations

- (ii)** Thousands of peasants were sent to labour camps here

\_\_\_\_\_ [1]

- (iii)** Better-off peasants who lost their farms under collectivisation

\_\_\_\_\_ [1]

- (iv)** Area of Russia where millions died from famine in the 1930s

\_\_\_\_\_ [1]

- (v)** Name given to a collective farm

\_\_\_\_\_ [1]

(b) Describe **two** actions taken by Stalin to help him become ruler of the USSR by 1929.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

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

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

The Purges	The Use of Propaganda
------------	-----------------------

**Method chosen:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]



### Option 3: United States of America c1920–1941

This question is on Key Issue 1: The United States of America (USA) in the 1920s

7 (a) Below is a list of groups linked to American society in the 1920s:

NAACP	WASPs	The KKK	Reds	Anti-Saloon Leagues
-------	-------	---------	------	---------------------

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

(i) Group which campaigned for better rights for black people

NAACP

(ii) Groups suspected of being supporters of communism

\_\_\_\_\_ [1]

(iii) Group responsible for the illegal killing of over 400 Black Americans

\_\_\_\_\_ [1]

(iv) Group which supported prohibition

\_\_\_\_\_ [1]

(v) Powerful group who wanted to limit the number of immigrants

\_\_\_\_\_ [1]

(b) Describe **two** effects of the cinema on the lifestyle of Americans in the 1920s.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[6]

[6]

(c) Below are two methods that helped create the boom in the American economy in the 1920s.

Choose **one** method and explain how it helped the American economy grow in the 1920s.

Mass Production	Mass Marketing and Credit
-----------------	---------------------------

**Method chosen:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[6]



**This question is on Key Issue 2: The Wall Street Crash: Causes and Consequences**

**8 (a)** Below is a list of words linked with the Wall Street Crash in October 1929:

Speculators	Over Production	Stockbrokers	Confidence	On the Margin
-------------	--------------------	--------------	------------	------------------

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

**(i)** Belief that the American economy would continue to prosper

**Confidence**

**(ii)** System of paying only 10% of the price of a share and borrowing the rest

\_\_\_\_\_ [1]

**(iii)** Reason for the fall in the price of food in America

\_\_\_\_\_ [1]

**(iv)** People who bought and sold shares on Wall Street

\_\_\_\_\_ [1]

**(v)** People who bought shares to make short-term profit

\_\_\_\_\_ [1]

(b) Describe **two** actions taken by President Hoover to deal with the effects of the Great Depression.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

(c) Below are two areas of the American economy that did not benefit from the economic boom of the 1920s.

Choose **one** area and explain why it failed to grow in the 1920s.

Agriculture	Textile and Coal Industries
-------------	-----------------------------

**Area chosen:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]



**This question is on Key Issue 3: Roosevelt and the New Deal**

**9 (a)** Below is a list of people linked with the New Deal:

Dr Townsend	Fr Coughlin	Huey Long	Henry Ford	Roosevelt
-------------	-------------	-----------	------------	-----------

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

**(i)** Man who promised ‘a new deal for the American people’

**Roosevelt**

**(ii)** Set up the National Union for Social Justice to protest at the failure to help the poor

\_\_\_\_\_ [1]

**(iii)** Employer who opposed the New Deal

\_\_\_\_\_ [1]

**(iv)** Wanted to give pensioners \$200 per month

\_\_\_\_\_ [1]

**(v)** Wanted a ‘Share Our Wealth’ scheme

\_\_\_\_\_ [1]

(b) Describe **two** actions of the New Deal which tried to improve the lives of farmers in America.

1 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2 \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]

(c) Below are two groups that opposed Roosevelt's New Deal.

Choose **one** group and explain why they opposed the New Deal.

The Supreme Court	Big Business
-------------------	--------------

**Group chosen:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[6]



## Section B

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

Answer **all** questions

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

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

- (i)** The Prime Minister of Northern Ireland at the outbreak of the Second World War
- \_\_\_\_\_ [1]

- (ii)** The Belfast shipbuilding firm which played an important part in helping the British war effort
- \_\_\_\_\_ [1]

- (iii)** The organisation set up as part of the Welfare State to improve health care in Northern Ireland
- \_\_\_\_\_ [1]

- (iv)** The name of the Irish Parliament after 1937
- \_\_\_\_\_ [1]

- (v)** Write down **one** term of the 1937 Irish Constitution
- \_\_\_\_\_ [1]

- (vi)** Write down **one** cause for the outbreak of the Economic War in 1932
- \_\_\_\_\_ [1]

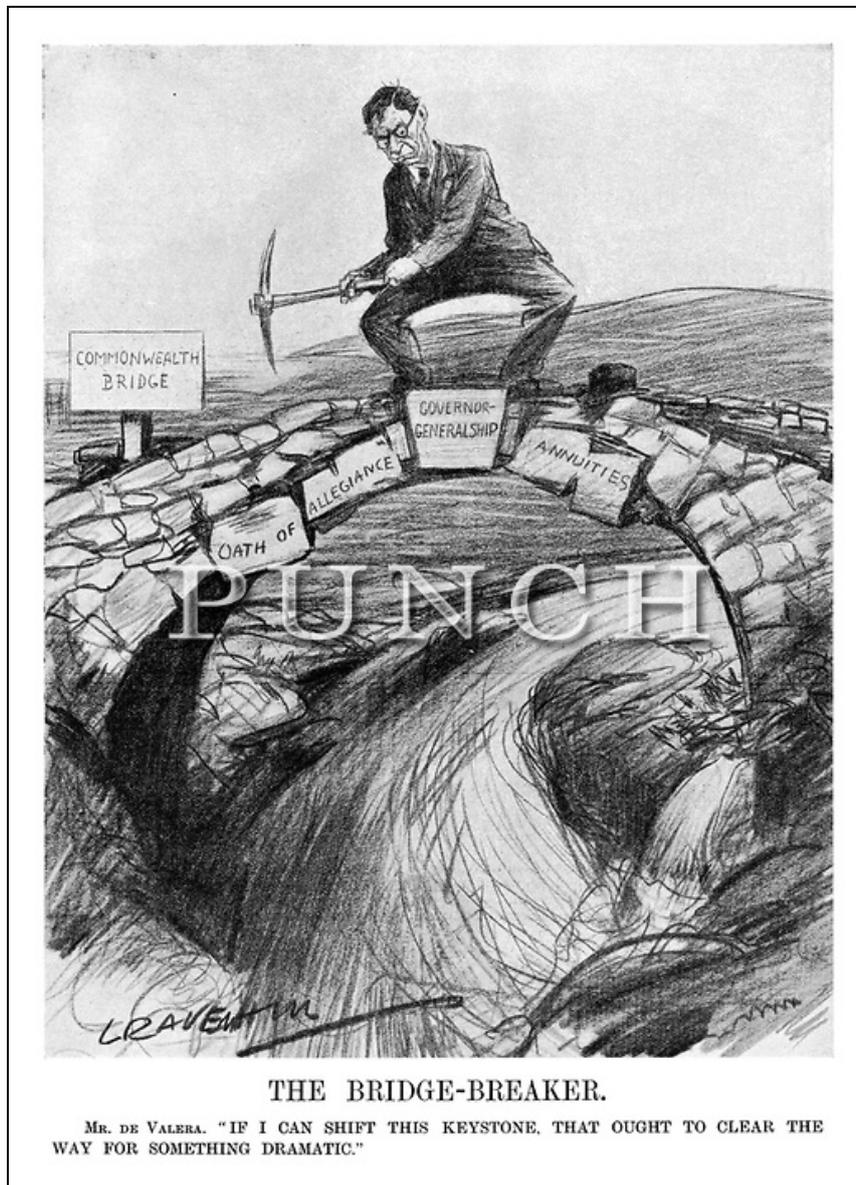
- (b) This question is about relations between the Free State and Britain in the years 1932 to 1937.

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

**Source A: An historian**

De Valera wanted to remove the Anglo-Irish Treaty and he wanted to make Ireland independent. He wanted the Treaty Ports back from Britain. He wanted to remove the power of the King and planned to remove the Oath of Allegiance that all members of the Dáil had to swear to the King. He also planned to cut down the job of the Governor General. De Valera won the 1933 election and he believed this gave him the right to continue this policy.

**Source B: A cartoon showing de Valera trying to destroy the Anglo-Irish Treaty**



**(i) Study Source A**

Using **Source A**, give **two** ways de Valera wanted to change the relationship between the Free State and Britain.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[4]

**(ii) Study Sources A and B**

Using **Sources A and B**, and **your own knowledge**, describe how de Valera tried to destroy the Anglo-Irish Treaty in the years 1932–1937.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[10]



(d) In this question up to **5 additional marks** are available for your use of spelling, punctuation and grammar.

This question is about Northern Ireland during the Second World War.

Explain the important role played by Northern Ireland in helping Britain during the Second World War.

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

- Industry

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- Agriculture

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- Naval and Air bases

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[18] and  
[SPaG 5]

## Section B

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

Answer **all** questions

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

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

- (i) The Prime Minister of Northern Ireland who resigned in 1969  
\_\_\_\_\_ [1]
- (ii) Catholic Church leader who met Terence O’Neill  
\_\_\_\_\_ [1]
- (iii) The leader of the SDLP in the 1980s  
\_\_\_\_\_ [1]
- (iv) The year internment was introduced to Northern Ireland  
\_\_\_\_\_ [1]
- (v) Write down **one** reason for the outbreak of the Battle of the Bogside in August 1969  
\_\_\_\_\_ [1]
- (vi) Write down **one** reason why the People’s Democracy was set up  
\_\_\_\_\_ [1]

(b) This question is about the Northern Ireland Civil Rights Association (NICRA).

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

**Source A: A photograph showing NICRA supporters, February 1967**

Supporters holding placards; the placards read:

- CIVIL RIGHTS NOW!
- CIVIL RIGHTS NOT CIVIL WAR
- HOME SECRETARY INTERVENE NOW!
- DISARM B. SPECIAL POLICE IN NORTHERN IRELAND

*Copyright permission not granted for use of source*

**Source B: An historian writing about events in Northern Ireland in 1968**

The Northern Ireland Civil Rights Association (NICRA) organised the Coalisland to Dungannon march. This was the first ever civil rights march in Northern Ireland and was held on 24 August 1968. William Craig, the Minister for Home Affairs, banned a civil rights march in Derry on 5 October 1968. NICRA decided to ignore the ban and go ahead with the march.

(i) **Study Source A**

Using **Source A**, give **two** aims of the Northern Ireland Civil Rights Association (NICRA).

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[4]





(d) In this question up to **5 additional marks** are available for your use of spelling, punctuation and grammar.

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

Explain the reaction to the Hunger Strikes of 1980 and 1981.

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

- The reaction of the British Government

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- The reaction of the Irish Government

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- The reaction of people living in Northern Ireland

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[18] and  
[SPaG 5]

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**THIS IS THE END OF THE QUESTION PAPER**

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General Certificate of Secondary Education  
2016

Centre Number

71	
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Candidate Number

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**History**

Unit 2: The Cold War 1945–1991

Foundation Tier

**SPECIMEN PAPER**

**TIME**

1 hour 15 mins

**INSTRUCTIONS TO CANDIDATES**

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.

Answer **two** questions.

Answer **all** of Section A and **one** question from Section B.

**INFORMATION FOR CANDIDATES**

The total mark for this paper is 55.

Quality of written communication will be assessed Section A question 1 (c) and (d) **and** in Section B.

Spelling, punctuation and the accurate use of grammar will be assessed in Section B.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

A Resource Booklet referring to Question 1 accompanies this paper. If needed, you can ask for more sheets to finish your answers. Please attach these sheets to your booklet using the tag supplied

For Examiner's use only	
Question Number	Marks
1	
2	
3	
SPaG	Marks
2	
3	
Total Marks	



**Source C: Khrushchev, leader of the USSR, speaking to his government in 1956**

We have to keep control of Eastern Europe for our own safety. I think if we reduce the amount of money we spend on weapons, we can improve the living standards of the people in Russia and Eastern Europe. We must do this if we want to keep the support of the people of Eastern Europe. We cannot expect people in Eastern Europe to think that communism is a good thing for them, if they cannot afford to buy shoes or good food because of communist rule. Stalin treated people cruelly. We cannot continue to rule like this.

**Source D: An historian giving their views on why the USSR was worried about events in Czechoslovakia in 1968**

Czechoslovakia was one of the most important countries in the Warsaw Pact. Czechoslovakia also had the strongest industry in Eastern Europe. The Russian leader, Brezhnev, was worried that the changes taking place in Czechoslovakia might spread to other countries in Eastern Europe. He was also worried that the people of Czechoslovakia would try to replace communism with democracy. Brezhnev could not let that happen. In August 1968, the USSR invaded Czechoslovakia to stop the changes.

## Section A

Answer **all** of this section

- 1** This question is about the spread of communism in Eastern Europe after the Second World War.

**(a) Study Source A**

Give **two** reasons from **Source A** to explain the actions of the USSR in Eastern Europe after the Second World War.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[4]

**(b) Study Source B**

Give **three** reasons from **Source B** to explain why the countries of Europe might have been worried by Stalin's actions after the Second World War.

1 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3 \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[6]





## Section B

Answer **one** question

In **both** questions **5 additional marks** are available for your use of spelling, punctuation and grammar.

- 2 Explain the ways relations changed between the USA and the USSR in the years 1945–1962.

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

- The breakdown of the wartime friendship between the USA and USSR, 1945–1947

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- The Berlin Blockade, 1948–1949

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- The Cuban Missile Crisis, 1962

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[15] and  
[SPaG 5]

**3** Explain the ways the USA tried to stop the spread of communism in the years 1948–1973.

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

- The Berlin Blockade and Airlift

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- Containment in Korea

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- The Vietnam War

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[15] and  
[SPaG 5]

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**General Certificate of Secondary Education  
2015**

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**History**

**Unit 1: Studies in Depth**

**Higher Tier**

**SPECIMEN PAPER**

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**TIME**

2 hours

**INSTRUCTIONS TO CANDIDATES**

Write your Centre Number and Candidate Number on the Answer Booklet provided.  
Answer **two** Key Issue questions from your chosen option in Section A and **all** questions from your chosen option in Section B.

If needed, you can ask for more sheets to finish your answers.  
Please attach these sheets to your booklet using the tag supplied.

**INFORMATION FOR CANDIDATES**

The total mark for this paper is 105.  
Quality of written communication will be assessed in parts **(b)** and **(c)** of all questions in Section A and in parts **(a) iii**, **(b)** and **(c)** of all questions in Section B.

Spelling, punctuation and the accurate use of grammar will be assessed in Section B questions **10(c)** and **11(c)**.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

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## Section A

Answer **two** Key Issue questions from **your chosen option**

<b>Options</b>	<b>Pages</b>
<b>Option 1:</b> Germany 1918–1939	59
<b>Option 2:</b> Russia c1916–1939	60
<b>Option 3:</b> United States of America c1920–1941	61

## Section B

Answer **all** questions from **your chosen option**

<b>Option 4:</b> Peace, War and Neutrality: Britain, Northern Ireland and Ireland 1932–1949	62–63
<b>Option 5:</b> Changing Relationships: Britain, Northern Ireland and the Republic of Ireland 1965–1985	64–65

## Section A

### Option 1: Germany 1918–1939

Answer any **two** Key Issue questions  
You should answer all parts of the question

**This question is on Key Issue 1: The Aftermath of the First World War and the Weimar Republic**

- 1**
- (a) Describe **two** effects of the hyperinflation crisis on the lives of Germans in 1923. [4]
- (b) How did the Nazis increase their support in Germany between 1929 and 1933? [6]
- (c) Explain how the Weimar governments dealt with problems and threats to its position between 1919 and 1923. In your answer refer to the bullet points and use other relevant knowledge. [15]
- Threats from right and left, 1919–1923
  - The economic crisis, 1923

**This question is on Key Issue 2: Nazi Germany, 1933–1939**

- 2**
- (a) Describe **two** actions taken by Hitler to consolidate his power in 1933. [4]
- (b) In what ways did the Nazis change the German economy and the lives of German workers between 1933 and 1939? [6]
- (c) Explain how and why the Nazis increased their control over the lives of young people and women in Germany by 1939. In your answer refer to the bullet points and use other relevant knowledge. [15]
- Youth organisations
  - Discrimination against women

**This question is on Key Issue 3: Nazi Policies and Actions in Europe, 1933–1939.**

- 3**
- (a) Describe **two** methods used by the Nazis to gain control of Austria in 1938. [4]
- (b) How did Hitler break the terms of the Treaty of Versailles between 1933 and 1936? [6]
- (c) Explain how Hitler and the Nazis took control of the Sudetenland and the rest of Czechoslovakia, 1938–39. In your answer refer to the bullet points and use other relevant knowledge. [15]
- Events in the Sudetenland
  - The Munich Agreement

## Option 2: Russia c1916–1939

Answer any **two** Key Issue questions  
You should answer all parts of the question

### This question is on Key Issue 1: The End of Tsarism and the 1917 Revolutions

- 4 (a) Describe **two** effects of the First World War on the lives of peasants in Russia by 1916. [4]
- (b) Why did the Provisional Government lose support in Russia in 1917? [6]
- (c) Explain how the actions of the Bolsheviks enabled them to gain power in Russia in October 1917. In your answer refer to the bullet points and use other relevant knowledge.
- Policies and actions of Lenin in 1917
  - Actions of Trotsky in planning the October Revolution [15]

### This question is on Key Issue 2: The Establishment of the Bolshevik State, 1917–1924

- 5 (a) Describe **two** effects of the Treaty of Brest-Litovsk, March 1918. [4]
- (b) In what ways were the lives of peasants and workers affected by the New Economic Policy (NEP), 1921–24? [6]
- (c) Explain why the Red Army won the Russian Civil War. In your answer refer to the bullet points and use other relevant knowledge.
- Strengths and actions of the Red Army
  - Weaknesses and mistakes of the White Army [15]

### This question is on Key Issue 3: Stalin and the Union of Soviet Socialist Republics (USSR), 1924–1939

- 6 (a) Describe **two** actions taken by Stalin to become the ruler of the USSR by 1929. [4]
- (b) How did Stalin increase his control over the USSR in the 1930s? [6]
- (c) Explain how the Five Year Plans changed the economy and the lives of workers in the USSR by 1939. In your answer refer to the bullet points and use other relevant knowledge.
- Effects of the Five Year Plans on the economy
  - Effects of the Five Year Plans on lives of workers [15]

### Option 3: United States of America c1920–1941

Answer any **two** Key Issue questions  
You should answer all parts of the question

#### This question is on Key Issue 1: United States of America in the 1920s

- 7 (a) Describe **two** ways that the law on Prohibition was broken by Americans in the 1920s. [4]
- (b) In what ways did jazz music and the cinema affect the lifestyle of Americans in the 1920s? [6]
- (c) Explain how and why the American economy developed during the 1920s. In your answer refer to the bullet points and use other relevant knowledge. [15]
- New industries and government policies
  - Impact of mass production and mass marketing

#### This question is on Key Issue 2: The Wall Street Crash: Causes and Consequences

- 8 (a) Describe **two** ways that share speculation caused the Wall Street Crash in October 1929. [4]
- (b) What actions did President Hoover take to deal with the effects of the Great Depression in America between 1929 and 1932? [6]
- (c) Explain how the Great Depression affected the lives of Americans between 1929 and 1932. In your answer refer to the bullet points and use other relevant knowledge. [15]
- Effects of the Great Depression on people living in cities
  - Effects of the Great Depression on people living in the countryside

#### This question is on Key Issue 3: Roosevelt and the New Deal

- 9 (a) Describe **two** effects of the Agricultural Adjustment Administration (AAA) on agriculture and the lives of farmers in America. [4]
- (b) How did the Supreme Court and Big Business oppose the New Deal? [6]
- (c) Explain the actions taken by the New Deal agencies to deal with unemployment and workers' rights. In your answer refer to the bullet points and other relevant knowledge. [15]
- Actions taken to create jobs
  - Agencies that improved the rights of workers

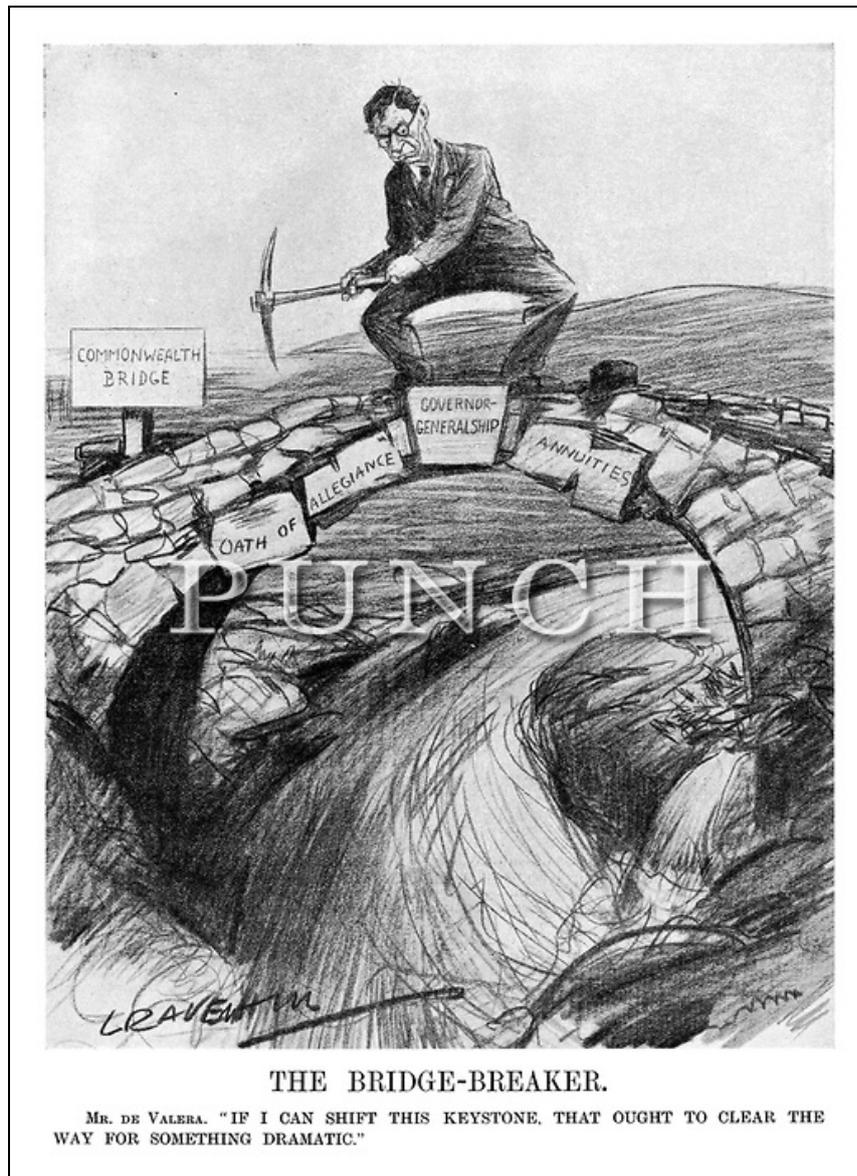
## Section B

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

Answer **all** questions

10

Source A: A cartoon showing de Valera destroying the 'Commonwealth Bridge'



(a) (i) Study Source A

Using Source A, and your own knowledge, describe how de Valera planned to change the relationship between the Free State and Britain.

[6]

**Source B: Extracts from the Irish Constitution, 1937**

Article 2	The national territory consists of the whole island of Ireland, its islands and territorial seas.
Article 3	While maintaining the right to rule all thirty-two counties in Ireland, the laws passed by the Dublin parliament will apply to the twenty-six counties until Ireland is reunified.

**(ii) Study Source B**

Using **Source B**, and **your own knowledge**, explain the importance of the 1937 Constitution on relations between Britain and Éire.

[9]

**Source C: A diary entry by Lady Craigavon on 2 May 1939. Lady Craigavon was recalling a conversation between her husband, James Craig (Lord Craigavon), and Neville Chamberlain on the issue of conscription.**

James was asked directly by Chamberlain ‘is Ulster out to help Britain in her war effort?’ to which he answered ‘you know we are. I have offered personally all the resources at our disposal to help you’. Chamberlain said ‘if you really want to help us, don’t push for conscription, it will only be an embarrassment’. James replied, ‘very well then, I wont!’
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**(iii) Study Source C**

Source C suggests that Chamberlain did not want conscription to be introduced in Northern Ireland.

How far do you agree with Chamberlain’s view that introducing conscription in Northern Ireland would have been ‘an embarrassment’? Explain your answer using **Source C** and **your own knowledge**.

[12]

**(b)** In what ways did the standard of living differ between Northern Ireland and Éire in the period 1945 and 1949?

[6]

**(c)** In this question **5 additional marks** are available for your use of spelling, punctuation and grammar.

‘The preparations made between 1938 and 1941 for the defence of Northern Ireland and its people were inadequate’. Do you agree? Explain your answer.

[17] and  
[SPaG 5]

## Section B

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

Answer **all** questions

**11 Source A: Terence O’Neill explaining his economic plans for Northern Ireland in 1963**

I want a new airport worthy of our position as the busiest air centre in Britain outside London. I am planning for a new hospital in Londonderry - the most modern in the world. We need new laboratories and research facilities at Queen’s University to make sure we are at the forefront of knowledge.

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

Using **Source A**, and **your own knowledge**, describe O’Neill’s plans to improve the economy of Northern Ireland.

[6]

**Source B: A photograph showing Northern Ireland Civil Rights Association (NICRA) campaigners, February 1967**

Supporters holding placards; the placards read:

- CIVIL RIGHTS NOW!
- CIVIL RIGHTS NOT CIVIL WAR
- HOME SECRETARY INTERVENE NOW!
- DISARM B. SPECIAL POLICE IN NORTHERN IRELAND

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**(ii) Study Source B**

Using **Source B**, and **your own knowledge**, explain the main demands of the Northern Ireland Civil Rights Association (NICRA).

[9]

**Source C: A cartoon published in a British newspaper, *The Daily Express*, August 1970**



**(iii) Study Source C**

Source C suggests the reason for the introduction of British troops to Northern Ireland was to keep 'Ulster Catholics' and 'Ulster Protestants' apart.

Do you agree with the view that the only reason for the introduction of British troops to Northern Ireland was to keep both communities apart? Explain your answer using **Source C** and **your own knowledge**.

[12]

- (b) In what ways did the people of Northern Ireland react to the Hunger Strikes of 1980 and 1981?

[6]

- (c) In this question 5 **additional marks** are available for your use of spelling, punctuation and grammar.

How effective was internment in dealing with the political situation in Northern Ireland in the 1970s?

[17] and  
[SPaG 5]

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**THIS IS THE END OF THE QUESTION PAPER**

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**General Certificate of Secondary Education  
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**History**

**Unit 2: The Cold War 1945–1991**

**Higher Tier**

**SPECIMEN PAPER**

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**TIME**

1 hour 15 mins

**INSTRUCTIONS TO CANDIDATES**

Write your Centre Number and Candidate Number in the spaces provided at the top of this page.  
Answer **two** questions.

Answer **all** of Section A and **one** question from Section B.

**INFORMATION FOR CANDIDATES**

The total mark for this paper is 55.

Quality of written communication will be assessed in Section A question 1 (b), (c) and (d) **and** in Section B.

Spelling, punctuation and the accurate use of grammar will be assessed in Section B.

Figures in brackets printed down the right-hand side of pages indicate the marks awarded to each question or part question.

A Resource Booklet referring to Question 1 accompanies this paper.

If needed, you can ask for more sheets to finish your answers. Please attach these sheets to your booklet using the tag supplied.

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## Source Materials: The Spread of Communism in Eastern Europe after the Second World War

### Source A: Stalin, writing in a communist newspaper in 1946, explains his plans for the USSR in Eastern Europe after the Second World War

In 1941 the Germans invaded the USSR through Poland and Romania. They were able to do this because those countries had governments which hated the USSR. We must protect the USSR from future attacks. To stop future attacks we must make sure these countries are ruled by governments friendly and loyal to the USSR.

### Source B: A cartoon published in a British newspaper in 1947. It shows Stalin's plan to spread communism into Western Europe



**Source C: Khrushchev, leader of the USSR, speaking to his government in 1956**

We have to keep control of Eastern Europe for our own safety. I think if we reduce the amount of money we spend on weapons, we can improve the living standards of the people in Russia and Eastern Europe. We must do this if we want to keep the support of the people of Eastern Europe. We cannot expect people in Eastern Europe to think that communism is a good thing for them, if they cannot afford to buy shoes or good food because of communist rule. Stalin treated people cruelly. We cannot continue to rule like this.

**Source D: An historian giving their views on why the USSR was worried about events in Czechoslovakia in 1968**

Czechoslovakia was one of the most important countries in the Warsaw Pact. Czechoslovakia also had the strongest industry in Eastern Europe. The Russian leader, Brezhnev, was worried that the changes taking place in Czechoslovakia might spread to other countries in Eastern Europe. He was also worried that the people of Czechoslovakia would try to replace communism with democracy. Brezhnev could not let that happen. In August 1968, the USSR invaded Czechoslovakia to stop the changes.

## Section A

Answer **all** of this section

- 1** This question is about the spread of communist control in Eastern Europe after the Second World War.
- (a) Study Source A**  
What does **Source A** tell us about why the USSR spread communism to the countries of Eastern Europe after the Second World War? [4]
- (b) Study Sources A and B**  
How far does **Source B** support the view in **Source A** about the actions of Stalin and the USSR after the Second World War? [6]
- (c) Study Source C**  
How **useful** and **reliable** is **Source C** in explaining why Khrushchev changed the policy of the USSR towards Eastern Europe when he became leader? [9]
- (d)** ‘The USSR had to keep control over Eastern Europe for its own safety’.  
Using **Sources A, B, C and D**, and **your own knowledge**, explain whether you agree with this interpretation of the actions and policies of the USSR in Eastern Europe after the Second World War. [15]

## Section B

Answer **one** of the following questions.

In **both** questions up to 5 **additional marks** are available for your use of spelling, punctuation and grammar.

- 2** Why did tension arise between the USA and the USSR over events in Berlin in the period 1945–1961? [16] and [SPaG 5]
- or**
- 3** In what ways did relations between the USA and the USSR change in the period 1960–1991? [16] and [SPaG 5]

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**THIS IS THE END OF THE QUESTION PAPER**

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# **MARK SCHEMES DIVIDER FRONT**

**DIVIDER BACK**



**General Certificate of Secondary Education**

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**History**

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**GENERAL MARKING  
INSTRUCTIONS**

## **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.

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*Rewarding Learning*

**General Certificate of Secondary Education  
2015**

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## **History**

Unit 1: Studies in Depth

Foundation Tier

**SPECIMEN**

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**MARK  
SCHEME**

## Section A

### Option 1: Germany 1918–1939

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

#### 1 Target AO1: Recall of knowledge.

(a) Below is a list of people linked with the Weimar Republic:

Friedrich Ebert	Ernst Röhm	General von Schleicher	Adolf Hitler	Walter Rathenau
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Match **each** person to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Germany's Foreign Minister assassinated in 1922  
**Walter Rathenau**
- (ii) Author of Mein Kampf  
**Adolf Hitler** [1]
- (iii) First President of the Weimar Republic  
**Friedrich Ebert** [1]
- (iv) Leader of the SA  
**Ernst Röhm** [1]
- (v) Chancellor of Germany before Hitler  
**General von Schleicher** [1]

**One mark for each correct answer  
If no answer is correct award 0**

- (b) Describe **two** actions taken by people living in Germany to protest against Weimar governments between 1919 and 1923.

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

Award [0] for responses not worthy of credit

Able to identify one action with no description [1]

Able to identify one action with limited description [2]

Able to identify one action with detailed description [3]

Apply above criteria to each action

Any **two** actions:

- In the Communist Spartacist rebellion, the Spartacists wanted workers' councils, not a democratically-elected parliament.
- The Kapp Putsch reflected Freikorps anger at the reduction in the size of the army under the Treaty of Versailles. Workers encouraged by the government called a general strike and Kapp was forced to flee.
- The Nazis were opposed to the Weimar Republic which they blamed for 'the stab in the back' Treaty of Versailles. The Nazi Putsch took place in Munich, November 1923.

Any other valid point

[6]

- (c) Below are two terms of the Treaty of Versailles signed by Germany in 1919.

Choose **one** term and explain how it affected Germany.

Loss of Land	Reduction in the Size of Germany's Military
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of the importance of key events.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

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

**Level 2 ([3]–[4])**

Answers will describe but not explain how the term chosen affected Germany. Candidates give an account of the term but how it affected Germany is not developed.

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

**Level 3 ([5]–[6])**

Answers will explain and demonstrate an understanding of how the term chosen affected Germany.

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

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

**Indicative Content****Loss of Land**

- Germany lost land.
- Germany lost all its overseas colonies.
- Germany was not allowed to unite with Austria.
- Saar put under the control of the League of Nations for 15 years.

**Reduction in the Size of Germany's Military**

- German troops had to keep out of the Rhineland.
- The German army was limited to 100,000.
- Conscription was forbidden.
- German army was not allowed tanks.
- German army was not allowed to have an air force.
- The German navy was limited to 6 battleships and no submarines were to be built.

Any other valid point

**[6]**

- (d)** How did the Great Depression affect the German economy between 1929 and 1932?

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

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

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main effects or consequences of the issue or event studied.

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

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. There may be omissions and lack of focus on explanation.

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

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main consequences or effects of the event or issue.

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 considerable accuracy.

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

**Indicative Content**

- In 1929, the Wall Street Crash in America forced American banks to recall their loans to Germany and German business.
- Germany's economic prosperity depended on loans from the USA.
- German industry was unable to cope with the fall in demand and was unable to pay back loans. Exports fell drastically.
- By 1932 unemployment had reached 6 million.
- 5 major banks collapsed and savers lost their money.
- The political parties in Germany could not agree on policies to help the economy. Eventually the Chancellor used article 48 to rule the country.

Any other valid point

**[9]**

2 **Target AO1:** Recall of knowledge.

(a) Below is a list of events linked with Nazi Germany:

Reichstag Fire	Night of the Long Knives	Nuremberg Rallies	Olympic Games	Death of Hindenburg
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Match **each** event to the correct description and write your answer in the space provided. The first one has been done for you.

- (i) Event held in Berlin in 1936 which was used to show Germany to the rest of the world  
**Olympic Games**
- (ii) Event which led to the death of SA leader  
**Night of the Long Knives** [1]
- (iii) Annual large gathering of people organised by the Nazis  
**Nuremberg Rallies** [1]
- (iv) Event which allowed Hitler to become Führer and Chancellor of Germany  
**Death of Hindenburg** [1]
- (v) Event in 1933 which was blamed on communists  
**Reichstag Fire** [1]

**One mark for each correct answer  
If no answer is correct award 0**

(b) Describe **two** actions which show how the Nazis tried to control young people in Germany between 1933 and 1939.

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

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

Apply above criteria to each action

Any **two** actions:

- Young people were encouraged to join the Hitler Youth and the League of German Maidens. These offered a wide range of outdoor activities. Boys were trained in military skills and girls were trained by wives and mothers.
- Nazis used education as a way to control young people – the school curriculum was revised with an emphasis on German History, PE and Home Economics.
- Nazi control over teachers was increased. Teachers who criticised Nazi policies were often sacked.

Any other valid point

[6]

- (c) Below are two actions taken by the Nazis against Jewish people living in Germany.

Choose **one** action and explain how it affected the lives of Jews living in Germany.

The passing of the Nuremberg Laws, 1935	Kristallnacht (Night of the Broken Glass), 1938
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through explanation of consequence.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

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

**Level 2 ([3]–[4])**

Answers will describe but not explain the effects of the action chosen. Candidates give an account of the action chosen but how it affected the lives of Jews is not developed.

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

### **Level 3 ([5]–[6])**

Answers will explain how the action chosen affected the lives of Jews living in Germany. Candidates demonstrate an understanding of the effects of the action.

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**

#### **Nuremberg Laws, 1935**

- Lives of Jews became much harder under the Nuremberg Laws.
- Their lives were more controlled, for example, they could not marry pure Germans; banning of sexual relations with Germans and they lost German citizenship.
- German Jews were now subjects not citizens. They could not hold government office or participate in elections.

#### **Kristallnacht (Night of the Broken Glass), 1938**

- During Kristallnacht there was a lot of violence and thousands of Jewish properties and synagogues were destroyed.
- Jews were required to meet the costs of the damage.
- Some German Jews were killed and others were arrested.

Any other valid point

**[6]**

- (d) Why did the Nazis want to control the lives of women in Germany between 1933 and 1939?

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

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

### **Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied.

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

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the main reasons for the issue or event studied. There may be omissions and lack of focus on explanation.

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

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main reasons for the event or issue studied.

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

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

**Indicative Content**

- Nazis believed women were inferior to men.
- Nazis wanted a women's role to be confined to the home and to the task of bringing up children – the 3 Ks: Kinder, Kirche and Küche.
- Nazis wanted to free up jobs and encouraged German women to stay at home.
- The Law for the Encouragement of Marriage, June 1933, encouraged women to marry and have large families.
- Nazis wanted women to have as many children as possible to build up the Aryan race and provide soldiers for the German army.

Any other valid point

**[9]**

**3 Target AO1: Recall of knowledge.**

(a) Below are countries linked with Nazi foreign policy:

Italy	Great Britain	USSR	Austria	Poland
-------	---------------	------	---------	--------

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

- (i) Country with which Germany signed a military agreement in 1936  
**Italy**
- (ii) Country that Germany failed to take over in 1934  
**Austria** [1]
- (iii) Country led by Joseph Stalin  
**USSR** [1]
- (iv) Country with which Germany signed a naval agreement in 1935  
**Great Britain** [1]
- (v) German invasion of this country led to the outbreak of the Second World War  
**Poland** [1]

**One mark for each correct answer  
If no answer is correct award 0**

- (b) Describe **two** reasons why Hitler wanted to take over the Sudetenland in 1938.

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

Award [0] for responses not worthy of credit

Able to identify one reason with no description [1]

Able to identify one reason with limited description [2]

Able to identify one reason with detailed description [3]

Apply above criteria to each reason

### Indicative Content

- Hitler wanted to unite all German speaking people. 3 million German speakers lived in the Sudetenland.
- The Sudetenland was the most industrially-developed area of Czechoslovakia. It was rich in raw materials, for example, iron ore.
- The Sudetenland contained most of Czechoslovakia's defences. The loss of the Sudetenland would weaken Czechoslovakia.

Any other valid point

[6]

- (c) Below are two areas taken over by Germany in the 1930s.

Choose **one** area and explain how Germany took control.

The Rhineland, 1936	Austria, 1938
---------------------	---------------

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

Award [0] for responses not worthy of credit

### Level 1 ([1]–[2])

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

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

**Level 2 ([3]–[4])**

Answers will describe but not explain how Germany took control.

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

**Level 3 ([5]–[6])**

Answers will explain how Germany took control of the area chosen.

Candidates demonstrate an understanding of Germany's actions.

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 Rhineland, 1936**

- Hitler ordered troops to re-occupy the Rhineland.
- Hitler was prepared to withdraw if Allies made a military response.
- France and Britain protested but there was some sympathy in Britain for the actions of Germany.
- Britain refused to support a military response and France was unwilling to fight alone.
- Hitler broke the terms of the Treaty of Versailles.

**Austria, 1938**

- Hitler wanted Austrian Nazis to have an increased role in government. The Austrian Chancellor called a national vote on the issue.
- Hitler demanded that the vote be cancelled and he moved German troops to the Austrian border.
- Chancellor of Austria resigned and was replaced by an Austrian Nazi. He requested German help and on 12 March 1938 Nazi troops entered Austria.
- Britain and France protested.
- 99% of Germans and Austrians voted in favour of Anschluss.

Any other valid point

**[6]**

- (d) How was Hitler able to take over the Sudetenland and the rest of Czechoslovakia by 1939?

**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]–[3])**

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied.

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

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the main reasons for the event or issue studied. There may be omissions and lack of focus on explanation.

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

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main reasons for the event or issue studied.

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

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

**Indicative Content**

- The Sudeten Nazi Party stirred up trouble. Hitler ordered the German army to prepare for invasion. However, the Czech army mobilised and asked France to help. This forced Hitler to call off his invasion.
- Britain and France followed a policy of appeasement and wanted to avoid war. Chamberlain met Hitler to try to persuade him to compromise. At the Munich Conference in September 1938, Hitler promised Britain and France that the Sudetenland would be his final demand.
- Czechoslovakia and the USSR were not invited and had to accept the decision. Hitler gained the Sudetenland.
- Hitler gained popularity at home and became more determined to achieve lebensraum.
- In March 1939 Hitler took over the rest of Czechoslovakia.
- Britain and France protested but were unable to prevent the German takeover. Hitler could no longer be trusted and appeasement had failed.

Any other valid point

**[9]**

## Option 2: Russia c1916–1939

### 4 Target AO1: Recall of knowledge.

- (a) Below is a list of people linked to the Provisional Government and the October Revolution:

Lenin	Lvov	Trotsky	Kerensky	Kornilov
-------	------	---------	----------	----------

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

- (i) Leader of the Provisional Government from February to July 1917  
Lvov
- (ii) Bolshevik who planned the October Revolution  
Trotsky [1]
- (iii) Leader of the Provisional Government in October 1917  
Kerensky [1]
- (iv) A Russian General who tried to seize power in August 1917  
Kornilov [1]
- (v) Leader of the Bolsheviks  
Lenin [1]
- (b) Describe **two** reasons why Tsar Nicholas II and Tsarina Alexandra lost popularity in Russia during the First World War.

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

Award [0] for responses not worthy of credit

Able to identify one reason with no description [1]

Able to identify one reason with limited description [2]

Able to identify one reason with detailed description [3]

Apply above criteria to each reason

Any **two** reasons:

- The Tsar was blamed for military defeats after he took command of the army.
- The Tsar's indecision and lack of leadership lost him the respect of the army generals.
- The Tsarina was an inexperienced and incompetent ruler. The government did not function well under her.
- The Tsar was blamed for the weak government of Tsarina Alexandra, whom he left in charge while he was at army headquarters.
- The Tsarina was under the influence of the unpopular Rasputin. There were rumours of an affair between them which damaged the Tsarina's reputation.
- The Tsarina was distrusted because she was German. Rumours spread that she and Rasputin were working to ensure a German victory in the war.

Any other valid point

**[6]**

- (c) Below are two events that caused problems for the Provisional Government in 1917.

Choose **one** event and explain how it caused problems for the Provisional Government.

The July Days	The Kornilov Revolt
---------------	---------------------

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

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

**Level 1 ([1]–[2])**

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

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

**Level 2 ([3]–[4])**

Answers will describe but not explain the effects of the event chosen. Candidates give an account of the event but how it affected the Provisional Government is not developed.

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

### **Level 3 ([5]–[6])**

Answers will explain how the event chosen affected the Provisional Government. Candidates demonstrate an understanding of the effects of the event.

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 July Days**

- The failure of the ‘June Offensive’ increased the unpopularity of the Provisional Government. Protests took place.
- Soviets were set up in many cities.
- There was widespread seizure of land by peasants and a breakdown of law and order in the countryside.
- The protesters turned to the Bolsheviks to lead them. The Bolsheviks hesitated and this saved the Provisional Government.

#### **The Kornilov Revolt**

- General Kornilov, the new Commander-in-Chief, wanted to restore discipline in the army and remove the influence of the Bolsheviks.
- Kerensky feared that Kornilov wanted to overthrow the Provisional Government.
- Kerensky turned to the Bolsheviks to defend Petrograd against Kornilov’s troops.
- The Kornilov Revolt showed that Kerensky had no military support. He was forced to release Bolshevik leaders and give weapons to the Red Guards. The Bolsheviks claimed credit for saving Petrograd.
- The Kornilov Revolt showed that they had lost all support from the army and enabled the Bolsheviks to make plans to overthrow the Provisional Government.

Any other valid point

**[6]**

- (d)** How were Lenin and the Bolsheviks able to increase support and gain power in Russia in October 1917?

**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]–[3])**

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied.

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

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the main reasons for the issue or event studied. There may be omissions and lack of focus on explanation.

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

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main reasons for the event or issue studied.

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

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

**Indicative Content**

- Lenin's return and his April Theses: 'Peace, Bread and Land' enabled the Bolsheviks to win support from soldiers, peasants and workers.
- Lenin called for the overthrow of the Provisional Government.
- The Bolsheviks took control of the Soviets by September 1917.
- The Bolsheviks exploited the Kornilov Revolt. They received weapons from the Provisional Government and they took the credit for saving Petrograd.
- Lenin was vital in determining the timing of the revolution.
- Trotsky led the plans to overthrow the Provisional Government. He disciplined and trained the Red Guards and planned the take over of important buildings.

Any other valid point

**[9]**

**5 Target AO1: Recall of knowledge.**

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

Kronstadt	Tambov	Cheka	Rouble	Barter
-----------	--------	-------	--------	--------

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

- (i) Russian money that lost its value during War Communism **Rouble**
- (ii) Rebellion by peasants against War Communism **Tambov** [1]
- (iii) Rebellion by sailors in Petrograd against War Communism **Kronstadt** [1]
- (iv) Group sent by the Bolsheviks to seize food from the peasants **Cheka** [1]
- (v) System of exchanging goods in place of money **Barter** [1]

**One mark for each correct answer  
If no answer is complete award 0**

(b) Describe **two** strengths of the Red Army during the Civil War.

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

Award [0] for responses not worthy of credit

Able to identify one strength with no description [1]

Able to identify one strength with limited description [2]

Able to identify one strength with detailed description [3]

Apply above criteria to each strength

Any **two** strengths:

- Trotsky was a ruthless and effective military leader. He turned the inexperienced Red Guard into a disciplined, fighting force and used the Cheka to shoot all deserters.
- Trotsky visited the troops at the front in a special train and made speeches to improve morale.
- The Red Army occupied the central area which contained the most industrially-developed areas.
- The Red Army had access to weapons and war supplies unavailable to the Whites.
- Lenin organised War Communism to ensure that industry and agriculture in Bolshevik areas supplied the Red Army.
- The Cheka organised the Red Terror.

Any other valid point

[6]

(c) Below are two actions taken by Lenin and the Bolsheviks to keep control over Russia between October 1917 and June 1918.

Choose **one** action and explain how it helped Lenin and the Bolsheviks to keep power.

The Closure of the Constituent Assembly	The Treaty of Brest-Litovsk
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**Target AO1 and AO2:** Recall and select knowledge; demonstrate understanding of the past through the explanation of the importance of key events.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

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

**Level 2 ([3]–[4])**

Answers will describe but not explain the effects of the action chosen. Candidates given an account of the action but how it allowed the Bolsheviks to keep power is not developed.

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

**Level 3 ([5]–[6])**

Answers will explain how the action chosen helped the Bolsheviks to keep power. Candidates demonstrate an understanding of the effects of the action.

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 Closure of the Constituent Assembly**

- The Bolsheviks did not gain a majority in the Constituent Assembly. Lenin feared that the SRs would dominate the Constituent Assembly.
- Lenin and the Bolsheviks had already set up the Sovnarkom which he argued represented the will of the people.
- Lenin used the Red Guard to close down the Constituent Assembly.

**The Treaty of Brest-Litovsk**

- Russia was out of the First World War.
- The Bolsheviks had negotiated a peace settlement with Germany.
- Lenin's hold over the Bolsheviks was strengthened.

Any other valid point

**[6]**

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

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main changes as a result of the issue or event studied.

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

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the main changes as a result of the event or issue studied. There may be omissions and lack of focus on explanation.

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

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main changes brought about by the event or issue studied.

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

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

**Indicative Content**

- Under the NEP, new small businesses such as shops could be privately owned.
- Nepmen or private traders made large profits.
- Large industries, for example, coal and steel remained under state control. There was a big improvement in output of most industries by 1924, for example, coal production doubled. Small factories were given back to their owners. The state continued to run large factories and the banks.
- There was an increase in grain production.

- Peasants could sell excess food for profit. Some peasants became rich and employed peasants to work for them. Most peasants remained poor and continued to use backward methods of farming.
- The price of grain fell behind that of industrial goods. Peasants were unable to afford the inflated price of manufactured goods. This ‘scissors crisis’ lasted until 1923.

Any other valid point

[9]

**6 Target AO1: Recall of knowledge.**

(a) Below is a list of words linked with collectivisation:

Siberia	Kolkhoz	Kulaks	Ukraine	Motor Tractor Stations
---------	---------	--------	---------	------------------------

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

- (i) Provided machinery to enable collective farms to increase their production

Motor Tractor Stations

- (ii) Thousands of peasants were sent to labour camps here

Siberia [1]

- (iii) Better-off peasants who lost their farms under collectivisation

Kulaks [1]

- (iv) Area of Russia where millions died from famine in the 1930s

Ukraine [1]

- (v) Name given to a collective farm

Kolkhoz [1]

**One mark for each correct answer  
If no answer is complete award 0**

- (b) Describe **two** actions taken by Stalin to help him become ruler of the USSR by 1929.

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

Award [0] for responses not worthy of credit

Able to identify one action with no description [1]

Able to identify one action with limited description [2]

Able to identify one action with detailed description [3]

Apply above criteria to each action

Any **two** actions:

- Stalin delivered Lenin's funeral oration, setting himself up as the man who would carry on Lenin's work.
- Stalin supported the popular idea of 'Socialism in one country'.
- Stalin used his position in the party to control appointments and build up a power base.
- Stalin outmanoeuvred his rivals in the Politburo.

Any other valid point

[6]

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

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

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

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

**Level 2([3]–[4])**

Answers will describe but not explain the effects of the method chosen. Candidates given an account of the method but how it helped Stalin to increase his control is not developed

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

**Level 3 ([5]–[6])**

Answers will explain how the action chosen helped Stalin to increase his control. Candidates demonstrate an understanding of the effects of the action.

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

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

**Indicative Content****The Purges**

- Stalin purged anyone who criticised or opposed his plans.
- Stalin purged all rivals to his position as leader within the Communist Party.
- The Purges were extended to the armed forces. Most leaders in the army, navy and air force were executed.
- Stalin used terror through the purges from 1934 to 1938. Up to 20 million Russians were arrested, shot or sent to large labour camps or gulags.

**The Use of Propaganda**

- Newspapers, film, music, writers all cultivated the cult of Stalin as saviour of the USSR in the 1930s.
- Stalin was portrayed as the father of the Russian people.
- Photographs promoted the image of Stalin as the heir of Lenin and his closest friend.
- Cities were named after Stalin.
- Pictures and statues of him were everywhere.

Any other valid point

**[6]**

- (d) How did Stalin change industry and the lives of workers in the USSR in the 1930s?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main changes as a result of the issue or event studied.

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

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the main changes as a result of the issue or event studied. There may be omissions and lack of focus on explanation.

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

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main changes brought about by the event or issue studied.

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

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

**Indicative Content**

- To achieve industrialisation, Stalin ordered the Gosplan to draw up three Five Year Plans.
- Each plan set targets which workers in many industries had to achieve.
- New towns and cities were built.
- Huge construction projects were completed.
- Education and training schemes created a skilled workforce.
- By the late 1930s the USSR was the world's second largest industrial power.
- Awards and honours were used to encourage increased worker production.
- Fines, terror and fear were also used to ensure disciplined workers.

Any other valid point

[9]

### Option 3: United States of America c1920–1941

7 **Target AO1:** Recall of knowledge.

(a) Below is a list of groups linked to American society in the 1920s:

NAACP	WASPs	The KKK	Reds	Anti-Saloon League
-------	-------	---------	------	--------------------

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

- (i) Group which campaigned for better rights for black people NAACP
- (ii) Groups suspected of being supporters of communism Reds [1]
- (iii) Group responsible for the illegal killing of over 400 Black Americans The KKK [1]
- (iv) Group which supported prohibition Anti-Saloon League [1]
- (v) Powerful group who wanted to limit the number of immigrants WASPs [1]

**One mark for each correct answer**  
**If no answer is correct award 0**

(b) Describe **two** effects of the cinema on the lifestyle of Americans in the 1920s.

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

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

Apply above criteria to each effect

Any **two** effects:

- The cinema became an important part of peoples' social life. 100 million Americans went to the cinema each week in the 1920s.
- Film stars such as Charlie Chaplin became household names.
- Film stars influenced fashion and taught people new ways to behave.
- People bought magazines to read about the lives of the film stars.
- The cinema was blamed for the decline in morals of young people.

Any other valid point

[6]

- (c) Below are two methods that helped create the boom in the American economy in the 1920s.

Choose **one** method and explain how it helped the American economy grow in the 1920s.

Mass Production	Mass Marketing and Credit
-----------------	---------------------------

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

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

**Level 2 ([3]–[4])**

Answers will describe but not explain the effects of the method chosen. Candidates given an account of the method but how it allowed the American economy to grow is not developed.

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

### **Level 3 ([5]–[6])**

Answers will explain how the method chosen helped the American economy to grow. Candidates demonstrate an understanding of the effects of the method.

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**

#### **Mass Production**

- Mass production techniques resulted in household goods and cars being produced more cheaply.
- The fall in the price of goods led to an increase in demand which in turn created more jobs.
- The expansion of industries due to mass production also led to the growth of other industries.

#### **Mass Marketing and Credit**

- New mass marketing techniques were introduced in the 1920s to advertise mass produced goods. Advertising became important.
- Cinema, radio and bill boards were used. Advertising helped to create demand.
- People were encouraged to buy goods on hire purchase and pay weekly instalments. This increased the demand for consumer goods.

Any other valid point

**[6]**

- (d)** Why did Prohibition fail in the USA in the 1920s?

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

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

### **Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main reasons for the issue or event studied.

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

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the issue or event studied. There may be omissions and lack of focus on explanation.

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

**Level 3 ([7]–[9])**

Answers will explain the issue or event studied, providing more accurate detail and analysis of the main reasons.

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

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

- Prohibition was resented and ways were found to get illegal alcohol. Moonshine was widely made.
- Speakeasies were set up.
- Bootlegging or smuggling alcohol from Canada or on ships was widespread and profitable.
- Gangsters took the place of legal alcohol makers. The Mafia controlled the supply and distribution of illegal alcohol.
- Corruption and violence increased as police and prohibition agents accepted bribes from the Mafia.
- Enforcement of prohibition provided impossible.

Any other valid point

**[9]**

**8 Target AO1: Recall of knowledge**

(a) Below is a list of words linked with the Wall Street Crash in October 1929:

Speculators	Over Production	Stockbrokers	Confidence	On the Margin
-------------	--------------------	--------------	------------	------------------

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

- (i) Belief that the American economy would continue to prosper  
**Confidence**
- (ii) System of paying only 10% of the price of a share and borrowing the rest  
**On the Margin** [1]
- (iii) Reason for the fall in the price of food in America  
**Over Production** [1]
- (iv) People who bought and sold shares on Wall Street  
**Stockbrokers** [1]
- (v) People who bought shares to make short-term profit  
**Speculators** [1]

**One mark for each correct answer  
If no answer is correct award 0**

- (b) Describe **two** actions taken by President Hoover to deal with the effects of the Great Depression.

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

Award [0] for responses no worthy of credit

Able to identify one action with no description [1]

Able to identify one action with limited description [2]

Able to identify one action with detailed description [3]

Apply above criteria to each action

Any **two** actions:

- In 1929, Hoover cut taxes to try to give Americans more money to spend on goods. Hoover hoped this would help the economy.
- The government gave money for a building programme to create new jobs, for example, the scheme to build the Hoover Dam.
- Hoover set up the Reconstruction Finance Corporation to lend money to help banks and businesses in difficulty.
- Hoover set up the Farm Board to buy up surplus farm produce and help farmers but these actions did not stop falling prices for farmers.
- The Emergency Relief and Reconstruction Act gave money to states to help unemployed people.

Any other valid point

[6]

- (c) Below are two areas of the American economy that did not benefit from the economic boom of the 1920s.

Choose **one** area and explain why it failed to grow in the 1920s.

Agriculture	The Textile and Coal Industries
-------------	---------------------------------

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

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

**Level 2 ([3]–[4])**

Answers will describe but not explain why the area chosen failed to grow in the 1920s. There is no development.

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

**Level 3 ([5]–[6])**

Answers will explain why the area chosen failed to grow in the 1920s.

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

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

**Indicative Content**

**Agriculture**

- The demand from farmers in Europe fell as they began producing again after the war.
- American farmers over produced causing a fall in food prices and lower income for farmers.
- The lower income for farmers meant that they could not repay loans on their farm machinery and land. The banks started to evict farmers.
- By 1929 millions of farmers had no work.

**Textile and Coal Industries**

- The textile industry and the coal industry did not grow in the 1920s.
- New forms of energy hit the coal industry hard and mines closed.
- The textile industry was hit hard by the changing fashion trends, for example, skirts were shorter which meant less material was required.
- The textile industry also suffered as new synthetic materials such as nylon and rayon replaced traditional materials.

Any other valid point

**[6]**

- (d) How were the lives of the unemployed affected by the Great Depression between 1929 and 1932?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will be vague and generalised with little analysis of the main effects or consequences of the issue or event studied.

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

**Level 2 ([4]–[6])**

Answers will be more detailed with some analysis of the main effects or consequences of the event or issue studied. There may be omissions and lack of focus on explanation.

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

**Level 3 ([7]–[9])**

Answers will explain the issue or event, providing more accurate detail and analysis on the main effects or consequences.

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

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

**Indicative Content**

- 25% of the workforce was unemployed by 1933. As there was no unemployment benefit the unemployed suffered great hardship during the Depression.
- People had to queue in breadlines for free bread and soup from soup kitchens. Thousands went hungry.
- Thousands of unemployed who could not pay their rent or mortgage were evicted. They moved to shanty towns called ‘Hooverilles’ situated at the edge of most cities.
- Many unemployed walked the streets looking for work or travelled illegally on freight trains all over America in search of seasonal work.

- Some tried to make a living by selling coal and apples. Some resorted to petty crime, begging and even prostitution.
- The number of Americans, especially the unemployed, committing suicide increased during the Depression.

Any other valid point

[9]

**9 Target AO1: Recall of knowledge.**

(a) Below is a list of people linked with the New Deal:

Dr Townsend	Fr Coughlin	Huey Long	Henry Ford	Roosevelt
-------------	-------------	-----------	------------	-----------

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

- (i) Man who promised ‘a new deal for the American people’ **Roosevelt**
- (ii) Set up the National Union for Social Justice to protest at the failure to help the poor **Fr Coughlin** [1]
- (iii) Employer who opposed the New Deal **Henry Ford** [1]
- (iv) Wanted to give pensioners \$200 per month **Dr Townsend** [1]
- (v) Wanted a ‘Share Our Wealth’ scheme **Huey Long** [1]

**One mark for each correct answer  
If no answer is correct award 0**

- (b) Describe **two** actions of the New Deal which tried to improve the lives of farmers in America.

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

Award [0] for responses not worthy of credit

Able to identify one action with no description [1]

Able to identify one action with limited description [2]

Able to identify one action with detailed description [3]

Apply above criteria to each action

Any **two** actions:

- Under the New Deal the Agricultural Adjustment Administration (AAA) was set up to help farmers increase their profits.
- The AAA introduced schemes to help farmers lower food production to try and increase the price of their products.
- Compensation was paid to farmers to destroy some of their crops and animals. Food prices and the income of farmers increased.
- The Tennessee Valley Authority built dams on the Tennessee River. The dams solved the problem of flooding and irrigation. The incomes and standards of living of farmers in the surrounding areas increased.

Any other valid point

[6]

- (c) Below are two groups that opposed Roosevelt's New Deal.

Choose **one** group and explain why they opposed the New Deal.

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

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

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

**Level 2 ([3]–[4])**

Answers will describe but not explain why the group chosen opposed the New Deal. There will be no development.

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

**Level 3 ([5]–[6])**

Answers will explain why the group chosen opposed the New Deal. Candidates demonstrate an understanding of the group and their reasons for opposition.

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 Supreme Court**

- The job of the Supreme Court was to protect the constitution. The Supreme Court believed that many of President Roosevelt's New Deal actions were unconstitutional.
- The Supreme Court Judges said that some New Deal agencies interfered with how individual states wished to run their own affairs.
- After President Roosevelt threatened to appoint new judges, all judges in the Supreme Court gave their support to the New Deal legislation.

**Big Business**

- Big Business opposed the New Deal as they claimed it interfered with their right to run their own businesses.
- Businessmen disliked Roosevelt's support for trade unions and having to pay social security contributions for their employees.
- Big Business argued that the New Deal encouraged people to depend on the state.

Any other valid point

**[6]**

- (d) How did Roosevelt deal with the problem of unemployment in America between 1933 and 1939?

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

Award [0] for responses not worthy of credit

**Level 1 ([1])–[3])**

Answers will be vague and generalised with little attempt to analyse the main changes as a result of the issue or event studied.

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

**Level 2 ([4])–[6])**

Answers will be more detailed with some analysis of the main changes as a result of the event or issue studied. There may be omissions and lack of focus on explanation.

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

**Level 3 ([7])–[9])**

Answers will explain the issue of event studied, providing more accurate detail and analysis of the main changes brought about by the event or issue studied.

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

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

**Indicative Content**

- 13 million were unemployed in 1933. Roosevelt promised that reducing unemployment was a main aim of the New Deal.
- The Public Works Administration (PWA) was a key agency providing work schemes for skilled workers, for example, electricians and engineers. It built schools and hospitals.
- The Works Progress Administration (WPA) provided work for photographers, actors and painters. It was criticised for creating jobs of little value to the economy.

- The Civilian Conservation Corps (CCC) provided work on environmental and conservation work. Workers were given free food, \$1 per day and lived in CCC camps all over America. Millions of trees were planted and canals built.
- The New Deal reduced unemployment but it did not end it.

Any other valid point

[9]

## Section B

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

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

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

**Target AO1:** Recall of knowledge.

- (i) The Prime Minister of Northern Ireland at the outbreak of the Second World War.

Lord Craigavon [1]

- (ii) The shipbuilding firm in Belfast which played an important part in helping the British war effort.

Harland and Wolff [1]

- (iii) The organisation set up as part of the Welfare State to improve health care in Northern Ireland.

National Health Service (NHS) [1]

- (iv) The name of the Irish Parliament after 1937.

Dáil Éireann [1]

**One mark for each correct answer. If no answer is correct award 0**

- (v) Write down **one** term of the 1937 Irish Constitution.

Any **one** of the following:

- The name of the State became Éire.
- The leader of the government was the Taoiseach.
- There was to be a new Head of State called the President.
- The Catholic Church was given a special position.

Any other valid point

[1]

- (vi) Write down **one** cause for the outbreak of the Economic War in 1932.

Any **one** cause:

- de Valera stopped paying land annuities.
- de Valera wanted Britain to treat the Irish Free State the same as Northern Ireland. Britain taxed imports from the Irish Free State.
- de Valera taxed imports from Britain.

Any other valid point

[1]

- (b) This question is about relations between the Free State and Britain in the years 1932 to 1937.

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

- (i) Using **Source A**, give **two** ways de Valera wanted to change the relationship between the Free State and Britain.

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

Award [0] for responses not worthy of credit

Limited accurate reference to Source A [1]

Accurate reference to Source A [2]

Apply criteria for any **two** ways

Answers may include some of the following:

- de Valera wanted to remove the Anglo-Irish Treaty.
- de Valera wanted to make the Free State independent.
- de Valera wanted the Treaty Ports back from Britain.
- de Valera planned to remove the Oath of Allegiance.
- de Valera planned to reduce the role of Governor-General.

Any other valid point

[4]

- (ii) Using **Sources A and B**, and **your own knowledge**, describe how de Valera tried to destroy the Anglo-Irish Treaty in the years 1932–1937.

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

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

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

Answers at this level will begin to describe how de Valera tried to change the relationship between the Free State and Britain using Sources A and B. There will be some own knowledge to support answer.

**Level 3 ([7]–[10])**

Answers at this level will offer a full description of how de Valera tried to change the relationship between the Free State and Britain using Sources A and B. Accurate own knowledge will be used to support answer.

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

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

- In 1933 de Valera removed the Oath of Allegiance.
- de Valera ended land annuities.
- de Valera reduced the power of the Governor General.
- de Valera hoped to remove the Free State from the Commonwealth.
- Dismantling of the Anglo-Irish Treaty.

Answers may include some of the following own knowledge:

- de Valera removed the right of appeal to the Privy Council.
- In 1936 the abdication crisis provided the chance for de Valera to reduce the role of the king.
- de Valera drew up the Irish Constitution in 1937.
- the Head of State was no longer the British monarch, but an elected President.

- The leader of the government was to be known as the Taoiseach.
- The Irish Free State became known as Éire.

Any other valid point

[10]

(c) This question is about the Economic War.

In what ways did the Economic War change life in Britain and Éire?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

Answers will address the question in a general way. Limited relevant detail will be included.

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

**Level 2 ([5]–[8])**

Answers will include more relevant detail linked to the question and there will be some analysis.

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

**Level 3 ([9]–[12])**

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

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

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

Answers may include some of the following:

- Irish cattle had become more expensive in Britain causing demand to fall. Many Irish farmers went bankrupt as cattle exports from Éire fell.
- Irish farmers were encouraged to grow wheat and sugar beet.
- Industries in Éire were hit hard as there was a shortage of coal because of the import tax.
- The peat industry prospered.
- Britain suffered less than Éire.
- Éire's boycott of British goods led to an increase in unemployment in some areas of Britain, for example, unemployment at ports increased as there was no trade from Éire.

Any other valid point

[12]

- (d) This question is about Northern Ireland during the Second World War.

Explain the important role played by Northern Ireland in helping Britain during the Second World War.

Use the following **three** paragraphs headings to help you with your answer:

- Industry
- Agriculture
- Naval and Air bases

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[6])**

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies.

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

**Level 2 ([7]–[12])**

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of the important role played by Northern Ireland in helping Britain during the Second World War.

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

**Level 3 ([13]–[18])**

Answers will use all of the paragraph headings and will provide a clear and accurate explanation and analysis of the important role played by Northern Ireland in helping Britain during the Second World War.

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

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

Answers may include some of the following:

**Agriculture**

- Northern Ireland provided a large amount of the food for Britain.
- More ground was used for growing crops, for example, there was an increase in the demand and number of allotments.
- Government became responsible for the purchase, distribution and sale of food in Northern Ireland.
- Northern Ireland exported £3m worth of sheep and cattle to Britain.

Any other valid point

**Industry**

- Northern Ireland made an important contribution to the war effort.
- Harland and Wolff acted as a repair base for Atlantic convoy escorts.
- Materials for D-Day were produced in Northern Ireland.
- Stirling bombers and Sunderland flying boats were built.
- The linen industry provided cloth for military uniforms.
- Weapons and ammunition were made in Northern Ireland.

Any other valid point

## Naval and Air Bases

- Ships refuelled in Derry/Londonderry port. It was the key to victory in the Battle of the Atlantic.
- Many servicemen and women were based in Derry/Londonderry.
- Many American and British naval vessels were based in Derry/Londonderry.
- Air bases in Northern Ireland were used by RAF Coastal Command. These were vital in defeating the U-boats in the Atlantic.
- In 1943 the RAF destroyed 84 U-boats – 18 of these were sunk by aircraft based in Northern Ireland.

Any other valid point

[18]

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

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

Award [0] for responses not worthy of credit

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

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

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

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

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

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

[5]

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

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

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

**Target AO1:** Recall of knowledge.

- (i) The Prime Minister of Northern Ireland who resigned in 1969

**James Chichester-Clark** [1]

- (ii) Catholic Church leader who met Terence O'Neill

**Cardinal Conway** [1]

- (iii) The leader of the SDLP in the 1980s

**John Hume** [1]

- (iv) The year internment was introduced to Northern Ireland

**1971** [1]

**One mark for each correct answer**

**If no answer is correct award 0**

- (v) Write down **one** reason for the outbreak of the Battle of the Bogside in August 1969.

Any **one** of the following:

- Apprentice Boys march caused resentment.
- Confrontation between local youths from the Bogside and the RUC after an Apprentice Boys march.
- RUC were unable to keep control.

Any other valid point

[1]

- (vi) Write down **one** reason why the People’s Democracy was set up.

Any **one** reason:

- Students in Belfast were angry at ‘police brutality’ in Derry/Londonderry.
- Special Powers Act had not been repealed.
- NICRA had called a halt to their marches without their demands having been met.

Any other valid point

[1]

- (b) This question is about the Northern Ireland Civil Rights Association (NICRA).

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

- (i) Using **Source A**, give **two** aims of the Northern Ireland Civil Rights Association (NICRA).

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

Award [0] for responses not worthy of credit  
Limited accurate reference to Source A [1]  
Accurate reference to Source A [2]  
Apply criteria for any **two** aims

Answers may include some of the following:

- NICRA wanted civil rights now.
- NICRA wanted the Secretary of State to act.
- NICRA wanted civil rights not civil war.
- NICRA wanted B Specials disarmed.

Any other valid point

[4]

- (ii) Using **Sources A and B**, and **your own knowledge**, describe how the Northern Ireland Civil Rights Association (NICRA) tried to achieve its aims.

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

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

**Level 2 ([4]–[6])**

Answers at this level will begin to describe how the Northern Ireland Civil Rights Association (NICRA) tried to achieve its aims using Sources A and B. There will be some own knowledge to support answer.

**Level 3 ([7]–[10])**

Answers at this level will offer a full description of how the Northern Ireland Civil Rights Association (NICRA) tried to achieve its aims using Sources A and B. Accurate, outside knowledge will be used to support answer.

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

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

- Making placards and posters.
- Protesting.
- Forming an organisation.
- Trying to get the Home Secretary to act.
- Ignoring a ban on their march.

Answers may include some of the following own knowledge:

- There was a housing protest in Caledon, Co. Tyrone.
- Marches, for example, from Coalisland to Dungannon August 1968 to highlight the housing situation. NICRA march in Newry, 1969.
- March in Derry/Londonderry October 1968. This was banned, but went ahead anyway, passing through some Protestant areas. All this led to clashes between the RUC and the marchers, with heavy-handed tactics being used by the police.
- Attempts to get publicity – the NICRA march in Derry/Londonderry was captured by an RTE television crew.
- Representations to the Minister for Home Affairs, William Craig, in an attempt to win civil rights.

Any other valid point

**[10]**

(c) This question is about Terence O'Neill.

In what ways did Terence O'Neill attempt to improve the economy of Northern Ireland in the 1960s?

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[4])**

Answers will address the question in a general way. Limited relevant detail will be included.

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

**Level 2 ([5]–[8])**

Answers will include more relevant detail linked to the question and there will be some analysis.

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

**Level 3 ([9]–[12])**

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

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

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

Answers may include some of the following:

- O'Neill invested £900 million into the economy.
- Multinational firms were encouraged to set up in Northern Ireland. O'Neill offered grants and lower taxes to attract them to set up in Northern Ireland.
- O'Neill established an Economic Council.
- A Ministry of Development was created to lead economic revival.
- A new city was established called Craigavon to relieve pressure on housing.

- A new university was developed in Coleraine to provide a trained workforce.
- A new airport was being built to improve communication links outside Northern Ireland.
- The construction of a new motorway system was begun to improve communication links inside Northern Ireland.

Any other valid point

[12]

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

Explain the reaction to the Hunger Strikes of 1980 and 1981.

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

- The reaction of the British Government
- The reaction of the Irish Government
- The reaction of people living in Northern Ireland.

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

Award [0] for responses not worthy of credit

**Level 1 ([1]–[6])**

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies.

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

**Level 2 ([7]–[12])**

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of the reaction to the Hunger Strikes of 1980 and 1981.

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

**Level 3 ([13]–[18])**

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of the reaction to the Hunger Strikes of 1980 and 1981.

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

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

Answers may include some of the following:

**The reaction of the British Government**

- Margaret Thatcher, the British Prime Minister, was determined not to give in to people whom she viewed as terrorists.
- Republican prisoners during the Hunger Strike of 1980 wrongly believed they had got a deal which would allow them to wear their own clothes.
- No allowances were made to the hunger strikers during the 1981 Hunger Strike. However, within a week of the end of the 1981 Hunger Strike, a number of concessions were granted – such as allowing republican prisoners to wear their own clothes and greater reductions of sentences.

Any other valid point

**The reaction of the Irish Government**

- Three members of the Irish government visited the Maze Prison. They called for urgent talks with the British government.
- Following the death of Bobby Sands, the British government were criticised by the Irish government for their role during the Hunger Strike.
- The Irish government asked the United States government to use its influence with Britain on the issue of the Hunger Strike.
- The relationship between the British and Irish government deteriorated .

Any other valid point

**The reaction of people living in Northern Ireland**

- Violence increased during the 1981 Hunger Strike - 61 people died.
- Bobby Sands was elected as MP for Fermanagh–South Tyrone.
- There was a huge turnout at the funerals of the hunger strikers, in particular, Bobby Sands.
- Votes for Sinn Féin increased in the 1983 elections. Gerry Adams replaced Gerry Fitt as MP for West Belfast.
- Nationalists believed the British Government had badly handled the whole affair.
- Unionists were shocked at nationalist support for the hunger strikers.
- Unionists urged Margaret Thatcher not to give in to the hunger strikers.
- Relations deteriorated between unionists and nationalists.

Any other valid point

**[18]**

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

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

Award [0] for responses not worthy of credit

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

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

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

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

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

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

[5]



**General Certificate of Secondary Education  
2016**

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**History**

**Unit 2: The Cold War 1945–1991**

**Foundation Tier**

**SPECIMEN**

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**MARK  
SCHEME**

## Section A

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

**1** This question is about the spread of communism in Eastern Europe after the Second World War.

**(a) Study Source A**

Give **two** reasons from **Source A** to explain the actions of the USSR in Eastern Europe after the Second World War.

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

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

Limited accurate reference to Source A **[1]**

Accurate reference to Source A **[2]**

Apply criteria for any **two** reasons:

- The Germans had invaded the USSR in 1941 by coming through Poland and Romania and this made Stalin worried.
- Stalin was determined to protect the USSR from further attacks.
- Stalin wanted to make sure that governments loyal and friendly to the USSR were in power in these countries.

**[1]** mark for each valid reason

**[1]** mark for development of each valid reason

Any other valid point

**[4]**

**(b) Study Source B**

Give **three** reasons from **Source B** to explain why the countries of Europe might have been worried by Stalin's actions after the Second World War.

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

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

Limited accurate reference to Source B **[1]**

Accurate reference to Source B **[2]**

Apply criteria for any **three** reasons:

- They may be worried because Stalin had already taken control of Eastern Europe.
- They may be worried because Stalin is seen to be stretching out into Western Europe.
- The map shows question marks over France and Sweden which means they could be at risk of being taken over by Stalin.
- A dark patch blots out a large area of the map which could mean that communism is bad and this might worry other countries.
- Stalin looks aggressive and he is trying to grab countries in Europe.

[1] mark for each valid reason

[1] mark for development of each valid reason

Any other valid point

[6]

(c) **Study Source C**

How **useful** is **Source C** in telling us why Khrushchev changed the policy of the USSR towards Eastern Europe when he became leader?

**Target AO1 and AO3:** Recall of knowledge; understand, analyse and evaluate source material as part of an historical enquiry.

**Level 1 ([1]–[3])**

A limited response which may only focus on the content of Source C. Little attempt will be made to address the issue of the utility of Source C.

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 and with limited accuracy.

**Level 2 ([4]–[7])**

Answers will begin to discuss the utility of Source C. Answers may comment on the fact that it is a speech by Khrushchev who was the new leader of the USSR. Candidates may use their own knowledge to draw a comparison that Khrushchev was very different to Stalin. Candidates may point out that the source is useful as it shows that Khrushchev still wanted to protect the USSR but in a different way.

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 ([8]–[10])**

Answers at this level will discuss the utility of Source C in greater detail. Candidates will use the source and their own knowledge in attempting to make a judgement as to the utility of Source C.

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 ([7]) AO3**

Some of the following points may be made:

- This would be a very useful source as the author, Khrushchev, was the new leader of the USSR. He was very different to Stalin.
- It is useful as it is a speech from 1956.
- It is useful because of what it tells us about Khrushchev's views on Eastern Europe. It is also useful because it tells us that Khrushchev wanted to adopt a new policy because he disagreed with the methods and approach of Stalin.
- Khrushchev explains that the USSR needs to keep control of Eastern Europe for its safety but believes that they must try to show the people of Eastern Europe the benefits of communism.

Any other valid point

**[10]**

**(d) Study Sources A, B, C & D**

Using **Sources A, B, C and D**, and **your own knowledge**, explain why there are different views of the actions of the USSR in Eastern Europe after the Second World War.

**Target A01, AO2 and AO3:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways.

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

**Level 1 ([1]–[5])**

At this level the response may be limited and at the lower end may not address the question. Answers may simply describe the view given in one of the sources but show little awareness of interpretation. At the top end of this level candidates may describe the views in two of the sources. Alternatively candidates may make limited reference to the sources and use limited own knowledge to give a weak generalised response. Explanation, if any, will be limited. Responses of this nature should be restricted to marks within the lower half of this level.

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 and with limited accuracy.

**Level 2 ([6]–[10])**

Answers at this level will show understanding of the different views given in two of the sources. At the upper end of this level they may display some awareness of the reasons for different views about the actions of the USSR. Answers may use some own knowledge to support their answer. Responses of this nature can access the top end of this level.

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 at this level will show a clear understanding of the different viewpoints in three or four of the sources and begin to offer some explanation of the reasons for these. Candidates at the top end of this level will make some use of their own knowledge to support their answers.

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])A01 ([3])A02 ([9]) A03**

Some of the following points may be made:

**Source A**

- This is Stalin's view and he explains his actions in this source.
- Germany had invaded the USSR through Poland and Romania in 1941 and they were able to do this because the Polish and Romanian governments hated the USSR.
- Stalin wanted to make sure that the USSR would be protected in the future.
- The only way to do this was to make sure that governments loyal to the USSR were in place in these countries.

**Source B**

- This is the view from a British newspaper who were friendly with the USA.
- It shows Stalin grabbing countries to spread communism.
- It shows Stalin as aggressive and reaching into Western Europe.

### **Source C**

- This is the view of Khrushchev who did not like Stalin. Khrushchev wanted to keep control over Eastern Europe.
- Khrushchev says openly that the USSR needs control of Eastern Europe for their own safety.
- This means that the USSR needs the support of the people living there. He wants to win their support by improving living standards.
- Khrushchev also wants to end the cruel treatment of the people carried out under Stalin. He believes that this will convince the people that communism is a good thing.

### **Source D**

- This is the view of an historian who is trying to give the facts of what the USSR did in Czechoslovakia.
- The USSR needed to keep control over Czechoslovakia because of its strong industry.
- The Russian leader was worried that the people of Czechoslovakia would abandon communism for democracy.
- Brezhnev was prepared to use force to stop change and keep control.

Any other valid point

**[15]**

## Section B

- 2 Explain the ways relations changed between the USA and the USSR in the years 1945–1962.

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

- The breakdown of the wartime friendship between the USA and the USSR, 1945–1947
- The Berlin Blockade, 1948–1949
- The Cuban Missile Crisis, 1962

**Target AO1 and AO2:** Recall, select and communicate knowledge and understanding of history; 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]–[4])**

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies.

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

### **Level 2 ([5]–[9])**

Answers will use at least two of the paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of the ways relations changed between the USA and the USSR in the years 1945–1962.

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 ([10]–[15])**

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of the ways relations changed between the USA and the USSR in the years 1945–1962.

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.

**(7) AO1 (8) AO2**

Some of the following points may be made:

### **The breakdown of the wartime friendship between the USA and the USSR, 1945–1947**

- The USSR and the USA fought on the same side in the Second World War but this friendship came to an end soon after the war was over.
- In February 1945, at Yalta, the Allied leaders agreed Germany should be divided into four zones and that the USSR should be allowed to influence Eastern Europe.
- At Potsdam, July 1945, it became clear that the USSR wanted to control Eastern Europe.
- It did not take long for the wartime friendship to break down nor was it long before many countries in Eastern Europe had communist governments. This division between Russian controlled Eastern Europe and the West was called the 'Iron Curtain'.
- The USA decided that it had to stop the spread of communism and President Truman introduced the Truman Doctrine.

### **The Berlin Blockade, 1948–1949**

- The three western powers had used Marshall Aid to rebuild their zones in Germany. They also introduced one currency, the Deutschmark, in their zones.
- Stalin wanted control over all of Berlin. He was determined to close this hole in the 'Iron Curtain' and drive out the Western powers.
- From June 1948 to May 1949 Stalin blocked all supply lines from East to West Berlin. This was called the Berlin Blockade. The USA responded by carrying out the Berlin Airlift. They were determined to stay in West Berlin.
- Relations worsened between the USA and the USSR over the crisis in Berlin.

### **The Cuban Missile Crisis, 1962**

- When Castro became leader of Cuba in 1959 he announced that Cuba was a communist country. Relations deteriorated between Cuba and the USA - the USA cut off all trade links with Cuba. Castro turned to the USSR and Eastern Europe for trade.
- In April 1961 the CIA and Cuban exiles organised an invasion to overthrow Castro. The Bay of Pigs invasion was a failure and Castro asked the USSR to protect Cuba from future US attacks. This made relations between the USSR and USA more strained.
- The USSR agreed to send missiles to Cuba.
- In October 1962 a US U2 spy plane photographed the missile bases and this led to the Cuban Missile Crisis.

- Both countries came very close to war. The crisis was ended through an exchange of telegrams between Kennedy and Khrushchev. The USSR promised to withdraw its ships and remove its nuclear weapons from Cuba. The USA promised not to invade Cuba and allow it to remain communist.
- Realising how close to war they had come, the USA and the USSR set up a hotline to improve communication between one another.

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

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

Award [0] for responses not worthy of credit

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

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

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

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

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

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

[5]

- 3** Explain the ways the USA tried to stop the spread of communism in the years 1948 to 1973.

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

- The Berlin Blockade and Airlift
- Containment in Korea
- The Vietnam War

**Target AO1 and AO2:** Recall, select and communicate knowledge and understanding of history and demonstrate understanding of the past through explanation and analysis of key change, key features and events of the period studied.

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

**Level 1 ([1]–[4])**

Answers at this level may use only one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies.

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

**Level 2 ([5]–[9])**

Answers will use at least two paragraph headings, perhaps with some omissions, but will offer a more informed explanation and analysis of the ways the USA tried to stop the spread of communism in the years 1948 to 1973.

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 ([10]–[15])**

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of the ways the USA tried to stop the spread of communism in the years 1948 to 1973.

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.

**(7) AO1 (8) AO2**

Some of the following points may be made:

### **The Berlin Blockade and Airlift**

- In 1947 Truman and the USA followed the Truman Doctrine, a policy to prevent the further spread of communism.
- The USSR resented the West's attempts to combine their zones in Germany and use a common currency.
- Stalin wanted control over all of Berlin, 100 miles inside the Russian zone. He was determined to close this hole in the 'Iron Curtain' and drive out the Western powers.
- From June 1948 to May 1949 Stalin blocked all supply lines from the west to West Berlin. This was called the Berlin Blockade. The USA responded by carrying out the Berlin Airlift.
- The USA was determined to stay in West Berlin and to stop the spread of communism to West Berlin and Western Europe.

### **Containment in Korea**

- In 1948, there were two separate governments in Korea. The USA supported the government in the south and the USSR supported the communist leader, Kim Il Sung, in the north.
- In 1950, the USSR suddenly invaded South Korea and very nearly took over the whole country.
- President Truman said the Truman Doctrine applied to Asia and he sent troops and supplies to South Korea.
- The USA had the support of the United Nations which was boycotted by the USSR. Although many countries in the United Nations sent troops to South Korea, the United Nations army was mainly American.
- In 1953, after a three year war, a ceasefire was called and the USA was able to stop communism from spreading to South Korea.

### **The Vietnam War**

- The USA feared the Domino Theory and was determined to prevent South Vietnam from becoming a communist country.
- The USA gave support to the government of South Vietnam which was fighting a guerrilla war against communist North Vietnam led by Ho Chi Minh.
- It was only after the North Vietnamese attacked a US warship in the Gulf of Tonkin in August 1968 that they became directly involved in Vietnam.
- President Johnson ordered air strikes against North Vietnam and sent US troops to South Vietnam to defeat the Viet Cong and protect this area from communism.
- By 1968 over nearly half a million American soldiers were in Vietnam but it seemed there was no way the USA could win. The USA were forced to withdraw in 1973 and, two years later, north and south Vietnam were united under a communist government.
- The USA's policy of containment had not worked in Vietnam.

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

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

Award [0] for responses not worthy of credit

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

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

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

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

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

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

[5]



**General Certificate of Secondary Education  
2015**

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## **History**

Unit 1: Studies in Depth

Higher Tier

**SPECIMEN**

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**MARK  
SCHEME**

**Section A**  
**Option 1: Germany 1918–1939**

- 1** (a) Describe **two** effects of the hyperinflation crisis on the lives of Germans in 1923.

**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 hyperinflation crisis on the lives of Germans in 1923 **[2]**

Apply above criteria to each effect

Any **two** effects:

- The hyperinflation crisis had a hugely disruptive effect on the lives of many groups in Germany. An egg cost millions of marks and wages had to be taken home in wheelbarrows.
- Though wages were index-linked, living standards fell. By the end of 1923 only 29% of trade union members worked full time. Many survived by bartering and selling possessions.
- Savings were now worthless. Many on fixed salaries and pensions were plunged into poverty.
- People who owed money or who had fixed rent agreements did well.
- Businessmen who could export goods for foreign currency did well.

Any other valid point

**[4]**

- (b) How did the Nazis increase their support in Germany between 1929 and 1933?

**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 Nazis won only 12 seats in the 1928 election. Hitler saw the economic problems caused by the depression as an opportunity to win support for the Nazis. The Nazi slogan ‘Bread and Work’ promised hope and a solution to Germany’s problems.
- Goebbels, the new Head of Propaganda, led an effective campaign. The Nazis appealed to focus groups with grievances, for example, farmers and the lower middle class. The Nazis identified scapegoats for its problems: the Treaty of Versailles and the Jews.
- Hitler’s qualities as a leader helped increase popular support for the Nazis. His oratory skills at Nazi rallies offered hope and gained support. The presidential election of 1932 gave Hitler national publicity.
- By 1932 the Nazis became the largest political party in the Reichstag winning 230 seats in the election of July 1932. Hindenburg refused to appoint Hitler as Chancellor. The new Chancellor, General von Schleicher, had little experience or support. Political intrigue involving von Papen persuaded Hindenburg to appoint Hitler as Chancellor in January 1933.

Any other valid point

**[6]**

- (c) Explain how the Weimar governments dealt with problems and threats to its position between 1919 and 1923. In your answer refer to the bullet points and use other relevant knowledge.

- Threats from the right and left, 1919–1923
- The economic crisis, 1923

**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 bullet points. 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, focussed 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 Weimar government could not rely on the support of the German army against right-wing attempts to overthrow it. The army refused to help Weimar crush the Kapp revolt in 1920. The Weimar government had to rely on the trade unions which called a general strike in Berlin.
- The Weimar government had to rely on the Freikorps to crush the left-wing communist Spartacist Rebellion in 1919. The army and the Freikorps put down the Red Rising in the Ruhr in 1920.
- There were 2,376 political assassinations between 1919 and 1922, over 90% by right-wing groups. Over 90% went unpunished as the police force and the judicial system were unsympathetic to Weimar.
- The Weimar government used the Bavarian army and police to crush the Nazi Munich Putsch in November 1923. The leaders, Hitler and Ludendorff, were arrested.
- The Weimar government called for 'Passive Resistance' against the French and Belgian invasion of the Ruhr in 1923. It printed money to pay the workers and thus allowed inflation to get out of control.
- The Hyperinflation Crisis made the mark worthless and had the economy in melt down by August 1923. There was hunger disruption of the lives of workers who were paid up to two times daily. The middle class saw their bank savings become worthless.
- Stresemann, the Chancellor, ended Passive Resistance and Germany resumed payment of the reparations. A new currency, the Rentenmark, was introduced in December and a new National Bank set up to restore financial stability.

Any other valid point

[15]

- 2 (a) Describe **two** actions taken by Hitler to consolidate his power in 1933.

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

Award [0] for responses not worthy of credit

Able to identify one action with no development [1]

Able to identify and describe one action taken by Hitler to consolidate his power in 1933 [2]

Apply above criteria to each action

Any **two** actions:

- Hitler introduces the Law for the Protection of the People and the State to curb civil liberties.
- Hitler used the Reichstag Fire to crush the Communists.
- Hitler called new elections in March 1933.
- The Enabling Act in March 1933 gave Hitler power to pass laws without reference to the Reichstag.
- All political parties were banned and trade unions closed down.
- Hitler used the SA to intimidate opposition politicians.

Any other valid point

[4]

- (b) In what ways did the Nazis change the German economy and the lives of German workers between 1933 and 1939?

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

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**

- Unemployment in Germany fell from 6 million in 1933 to 300,000 in 1939. Jews and women were removed from the unemployment register.
- The National Labour Service (RAD) set up public work schemes, for example, digging ditches, building schools and motorways. They had to wear military uniforms and live in camps.
- Compulsory military service in March 1935 increased the army from 100,000 in 1933 to 1.4 million in 1939. Increased state spending on rearmament created jobs for thousands in weapon making.
- Trade Unions were abolished and replaced by the German Labour Front (DAF) led by Robert Ley. Workers' rights were limited, for example, in moving jobs, strikes were forbidden and hours of work increased.
- The Strength Through Joy (KDF) programme organised the leisure activities of workers. Many got cheap holidays and organised sports and cultural events were provided.

Any other valid point

**[6]**

- (c) Explain how and why the Nazis increased their control over the lives of young people and women in Germany by 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Youth organisations
- Discrimination against women

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

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

### **Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Answers may lack balance and include little explanation.

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, focussed 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 Nazis believed that women's main role was in the home as wife and mother – the 3 Ks. Professional women for example, civil servants and lawyers, were forced to give up their jobs.
- Women were encouraged to have more children. A marriage loan was introduced. Over 700,000 married couples received this loan by 1937. The Motherhood Cross was given as an incentive to have more children. In fact the birth rate remained fairly constant throughout the 1930s.
- Lebensborn were set up to allow unmarried Aryan women to have children by SS officers.
- Hitler wanted to educate young people in Nazi beliefs. He believed that this was vital to achieve his aim to establish a thousand year Reich. Boys would be trained as soldiers and girls as wives and mothers.
- Young people were expected to belong to youth groups – the Hitler Youth and the League of German Maidens. There was an emphasis on physical fitness. Boys were trained in military skills and girls to fulfil the roles of wives and mothers. The youth groups took up most of young peoples' free time.
- The Nazis increased control of education. Teachers were expected to be keen Nazi supporters and pass this on to their students. Teachers who criticised Nazi policies were sacked.

- The curriculum reflected the increased Nazi control over young people. There was an emphasis on German History, Eugenics, PE and Home Economics for girls. Adolf Hitler schools were set up in 1937 to educate the students to become future leaders.

Any other valid point

**[15]**

- 3 (a) Describe **two** methods used by the Nazis to gain control of Austria in 1938.

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

Award [0] for responses not worthy of credit

Able to identify one method with no development [1]

Able to identify and describe one method used by the Nazis to gain control of Austria in 1938 [2]

Apply above criteria to each method

Any **two** methods:

- The Austrian Nazi Party had been stirring up trouble with marches and parades.
- Hitler feared that the Austrian people might vote for independence. He was angry and demanded that the plebiscite be cancelled.
- The German army moved to the border to intimidate Schuschnigg.
- On 12th March 1938 Nazi troops entered Austria.

Any other valid point

[4]

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

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through analysis of 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 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 1933, Hitler pulled out of the disarmament conference and the League of Nations, stating that if other countries were not going to lower their level of weapons there was no point in trying to cooperate with them.
- Conscription was announced in 1935 and increased army numbers to 400,000 by 1936.
- Military spending increased from 3 billion marks in 1933, to 9 billion marks by 1935.
- Arms factories were opened to produce weapons and ammunition.
- Battleships and submarines were built.
- The Anglo-German Naval Agreement was signed in 1935, allowing Germany's navy to reach 35% of the size of the British navy.
- Luftwaffe was created.
- Germany sent 14,000 soldiers and 22,000 police into the Rhineland in 1936.

Any other valid point

**[6]**

- (c) Explain how Hitler and the Nazis took control of the Sudetenland and the rest of Czechoslovakia, 1938–39. In your answer refer to the bullet points and use other relevant knowledge.
- Events in the Sudetenland
  - The Munich Agreement

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

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

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Answers may lack balance and include little explanation.

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, focussed 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 Sudeten Nazi Party led by Henlein stirred up trouble claiming ill-treatment by the Czechs. Hitler ordered the German army to prepare for invasion on the pretext of restoring order.
- The Czech army mobilised and asked France to help. This forced Hitler to call off his invasion.
- Britain followed a policy of appeasement and wanted to avoid war.
- Chamberlain, the British Prime Minister, met Hitler three times to persuade him to compromise.
- At the Munich Conference in September 1938, Hitler promised Britain and France that the Sudetenland would be his final demand. Czechoslovakia and the USSR were not consulted and had to accept the decision. Hitler gained the Sudetenland.
- The Munich Agreement marked the high point of appeasement. Hitler regarded Britain and France's actions as signs of weakness. He had no intention of honouring this agreement.

- In March 1939 the German army invaded Bohemia, Moravia and Slovakia. This was the first example of lebensraum, Germany invading non-German areas.
- Britain and France protested but were unable to prevent the German take over. The promises made at Munich of 'peace in our time' were in ruins.
- Hitler could no longer be trusted and appeasement had failed.

Any other valid point

[15]

## Option 2: Russia c1916–1939

- 4 (a) Describe **two** effects of the First World War on the lives of peasants in Russia by 1916.

**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 First World War on the lives of peasants in Russia [2]

Apply above criteria to each effect

Any **two** effects:

- Over 15 million men, mainly peasants were conscripted into the Russian army. Most of the 9 million casualties were peasants.
- There was a shortage of farm workers and most horses were requisitioned for the war effort. 40% of peasant families had no male to work on the land.
- The old and women were left to do farm work. Production decreased and peasants hoarded grain in order to force up prices.

Any other valid point

[4]

- (b) Why did the Provisional Government lose support in Russia in 1917?

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

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 Provisional Government wanted Russia to remain in the First World War on the side of the Allies. This was unpopular. There was no improvement in quality of leadership, supply of weapons or morale.
- The June Offensive in 1917 failed. There were a large number of casualties, mass desertion and a breakdown of discipline. There was a failed insurrection in Petrograd called the 'July Days'.
- The Provisional Government delayed granting peasants their land. It feared a breakdown in law and order in the countryside and desertion from the army. Many members of the Provisional Government were property owners. They believed that issues of compensation and legality of land transfer should be left for the Constituent Assembly.
- By the autumn of 1917, peasants and returning soldiers seized land from landlords as law and order in the countryside broke down.
- The Provisional Government delayed elections to the Constituent Assembly that was to decide the future system of government to replace the Tsar. This delay led to criticism of the Provisional Government.

Any other valid point

**[6]**

- (c) Explain how the actions of the Bolsheviks enabled them to gain power in Russia in October 1917. In your answer refer to the bullet points and use other relevant knowledge.

- Policies and actions of Lenin in 1917
- Actions of Trotsky in planning the October Revolution

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

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

**Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Answers may lack balance and include little explanation.

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, focussed 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**

- On Lenin's return to Russia in 1917 he published The April Theses. Its key slogan 'Peace, Bread and Land' aimed to win the support of soldiers, workers and peasants.
- The Mensheviks and SRs were compromised by their support for the war and cooperation with the Provisional Government. The Bolsheviks were the only revolutionary group to consistently oppose the Provisional Government.
- In September 1917 the Bolsheviks controlled the Petrograd Soviet. The Soviet was the vehicle used by the Bolsheviks to seize power. Lenin's slogan had been 'All Power to the Soviets'.
- Lenin played a key role in the timing of the October Revolution. In September and October, Lenin who had returned from exile in Finland, called for the overthrow of the Provisional Government.
- Lenin persuaded a reluctant Bolshevik leadership to support an immediate overthrow of the Provisional Government before a meeting of the All Russian Council of Soviets in late October and before elections to the Constitutional Assembly in November.

- Lenin knew that the Bolsheviks would not have overall control of either and needed to act immediately. Lenin even threatened to resign but his ideas were accepted.
- The Red Guard had been armed and released from prison during the Kornilov Revolt. 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. Lynch said the Bolsheviks were ‘knocking at an open door’.

Any other valid point

**[15]**

- 5 (a) Describe **two** effects of the Treaty of Brest-Litovsk, March 1918.

**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 Treaty of Brest-Litovsk [2]

Apply above criteria to each effect

Any **two** effects:

- The Treaty took Russia officially out of the First World War. Germany could now concentrate its efforts on the war on the Western Front.
- Russia lost 45 million people and  $\frac{1}{4}$  of its farmland. It lost Finland, the Baltic States, Poland and Ukraine.
- Russia also had to pay 3 billion roubles in compensation to Germany.
- Lenin's hold over the Bolsheviks was strengthened as he was able to expel the Left SRs from the government. The Treaty of Brest-Litovsk also led to armed resistance to the Bolsheviks from a range of Lenin's political opponents which erupted in the Russian Civil War in the summer of 1918.

Any other valid point

[4]

- (b) In what ways were the lives of peasants and workers affected by the New Economic Policy (NEP), 1921–24?

**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.

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 New Economic Policy (NEP) ended war and the forced seizure of food. Peasants only had to give part of their crops to the state but they could sell their surplus grain for profit on the open market.
- Famine ended and agricultural production began to recover. The grain harvest increased from 37 million tons in 1921 to 51 million tons in 1924.
- The NEP led to the emergence of a richer, more industrious class of peasant called the kulaks. They became quite rich and bought extra land and animals. However, most peasants remained poor and continued to use backward methods of farming.
- Peasants were unhappy that the price of grain fell behind that of industrial goods, for example, tractors and ploughs. Peasants were unable to afford the inflated price of manufactured goods. This ‘scissors crisis’ lasted until 1923 when increased industrial production led to a fall in prices.
- Industrial production increased, for example, coal production doubled. Large businesses and the banks, ‘the commanding heights’, remained under state control.
- Small businesses employing less than 10 workers remained in private ownership.
- Nepmen or small traders controlled private trade. Markets supplying consumer goods, for example shoes and clothes, were controlled by Nepmen. Many made large profits. The standard of living of most workers and peasants had improved by 1924.

Any other valid point

**[6]**

(c) Explain why the Red Army won the Russian Civil War. In your answer refer to the bullet points and use other relevant knowledge.

- Strengths and actions of the Red Army
- Weaknesses and mistakes of the White Army

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

Award [0] for responses not worthy of credit

### **Level 1 ([1]–[5])**

Answers will address the question in a general way. Answers will include general points linked to the bullet points. Answers may lack balance and include little explanation.

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, focussed 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 Red Army occupied the central area in Russia which contained the most industrially-developed areas. The Red Army had access to weapons and war supplies unavailable to the Whites.
- Russia's railway system was centred on Moscow so that the Bolsheviks could quickly deploy troops to deal with attacks from the Whites.
- Trotsky was a ruthless and effective military leader. He turned the inexperienced Red Army into a disciplined, well-led and effective fighting force. He forced 22,000 Tsarist officers to provide leadership.
- The Cheka organised the Red Terror. Over 20,000 opponents were shot by Cheka squads including Tsar Nicholas II and his family in July 1918. The Reds used the Cheka to shoot all deserters.
- Trotsky visited the troops at the front in a special train and made rousing speeches.
- Strict conscription increased the size of the Red Army to 5 million. The families of 22,000 former Tsarist officers were held hostage to ensure they provided leadership for the Red Army. Anyone attempting to desert was shot by the Cheka.
- Lenin organised War Communism to ensure that industry and agriculture in the Bolshevik controlled areas was geared to supply the Red Army. The Cheka seized grain from the peasants. In factories the workers had to work long hours to ensure that weapons and equipment were sent to the Red Army.
- The White Army consisted of an uncoordinated collection of groups with very different aims united only by dislike of the Bolsheviks, for example, groups; the SRs, foreign armies and national groups. The White Army lacked a single command structure.
- The White Armies controlled the outlying areas which were sparsely populated. The White Army comprised only 1/3 million. There were few factories making weapons and a poor railway network prevented a coordinated attack by different groups. Thus the Reds were able to pick off the White Armies one by one.
- The White Armies treated the peasants and workers very harshly in the areas they controlled. General Deniken alienated the peasants by supporting the return of their land to the landlords.
- Foreign armies supplied weapons and money to the Whites to help keep Russia in the First World War. Bolshevik propaganda portrayed the Whites as disloyal and the Red Army as patriotic fighting against foreign invaders.

Any other valid point

[15]

- 6 (a) Describe **two** actions taken by Stalin to become the ruler of the USSR by 1929.

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

Award [0] for responses not worthy of credit

Able to identify one action with no development [1]

Able to identify and describe one action taken by Stalin to become ruler of the USSR by 1929 [2]

Apply above criteria to each action

Any **two** actions:

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

Any other valid point

[4]

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

**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**

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

Any other valid point

**[6]**

- (c) Explain how the Five Year Plans changed the economy and the lives of workers in the USSR by 1939. In your answer refer to the bullet points and use other relevant knowledge.

- Effects of the Five Year Plans on the economy
- Effects of the Five Year Plans on the lives of workers

**Target AO1 and AO2:** Recall of knowledge; demonstrating 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. Answers will include general points linked to the bullet points. 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, focussed 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 Five Year Plans created a planned economy, organised centrally by Gosplan. There were three Five Year Plans. These set high targets for all factories and industries in order to drive up production.

- The focus of the first two Five Year Plans was heavy industry. The second Five Year Plan resulted in the development of new industries and towns in the remote areas of Russia. New industrial cities, for example Magnitogorsk, were built mainly in the remote resource-rich eastern part of Russia.
- The third Five Year Plan focused on arms production to meet the threat from Germany.
- Coal and steel production increased. By the late 1930s, 38% of the Russian population was working class: the USSR had become an urban society. The second Five Year Plan led to significant growth in the metal and chemical industries.
- A new technical elite of skilled workers did well, with over 250,000 engineering graduates between 1928 and 1939.
- Workers had to work long hours for poor wages. There was much enthusiasm as the Five Year Plans were seen as a way of transforming society and creating a proletarian dominated country.
- Awards and honours were given to encourage increased production. The model worker was the coal miner Alexei Stakhanov who over fulfilled his production quota by 1400%. Workers who exceeded targets received better housing and holidays.
- The standard of living of most workers, especially in housing, remained poor. The planned increase in production of consumer goods, for example, shoes and clothes, in the second and third Five Year Plan, was abandoned as resources were diverted to the military.
- Any other valid point

[15]

### Option 3: United States of America c1920–1941

- 7 (a) Describe **two** ways that the law on Prohibition was broken by Americans in 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 way with no development **[1]**

Able to identify and describe one way that the law on Prohibition was broken by Americans in the 1920s **[2]**

Apply above criteria for each way

Any **two** ways:

- Illegal liquor called Moonshine was brewed using illegal stills in peoples' homes. In 1930, over 280,000 illegal stills were seized.
- Illegal saloons or speakeasies where people could easily obtain alcohol. There were over 30,000 speakeasies in New York in 1929.
- Alcohol was smuggled into the USA from Canada and the West Indies. This was called 'bootlegging'.
- Gangs, especially the Mafia, controlled the supply and distribution of alcohol.

Any other valid point

**[4]**

- (b) In what ways did jazz music and the cinema affect the lifestyle of Americans in 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**

- Jazz music became very popular among young people. New daring dances like the Charleston were criticised by churches and conservative groups.
- Jazz music was linked to the speakeasies. Drinking alcohol and dancing became a popular part of the social lives of many young people.
- The cinema was a new way of spending leisure time. 110 million visited the cinema each week.
- The emergence of movie stars, for example, Gloria Swanson 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.
- The cinema was blamed for the decline in morals of young people. Conservative groups criticised the use of sex symbols, for example, Clara Bow, the IT girl. The Hays Code tried to regulate the moral content of films.
- Flappers smoked, wore short skirts and held liberal attitudes to relationships. The cinema and jazz music were part of the new lifestyle changes in America in the 1920s.

Any other valid point

**[6]**

(c) Explain how and why the American economy developed during the 1920s. In your answer refer to the bullet points and use other relevant knowledge.

- New industries and government policies
- Impact of mass production and mass marketing

**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 bullet points. 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, focussed 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**

- America had a wide range of natural resources, for example, oil which many of the new industries depended. The USA had emerged strongly out of the First World War.
- Over 70% of Americans had electricity by 1929. The creation of new methods of production depended on electricity. New consumer goods, for example, vacuum cleaners, washing machines and refrigerators, depended on electricity.
- New technological developments and inventions, for example, plastic, rayon and consumer goods, were vital to the economic boom of the 1920s.
- The motor car industry was the leading employer in the 1920s. One in seven factory workers produced cars, especially at Ford's huge factories in Detroit and Toledo.

- The motor car industry pioneered mass production techniques based on electrical power. In Henry Ford's assembly line work was carefully planned and each worker had a specialised task in the process. The production of a car was divided into 45 different parts.
- The policies of the Republican governments of the 1920s also played a part in the economic boom. The government imposed tariffs in 1923 to protect USA industry from foreign competition.
- The use of the conveyor belt speeded up production. The giant Ford factory in Detroit made one car every 10 seconds. As a result, Ford reduced the cost of a car to \$295 and still became very rich. Workers in Ford's factories were well paid at \$5 per day but the work was monotonous.
- The car industry led to ancillary industries and was a major cause of the growth of the glass, rubber, steel and oil industries. The development of the road network provided employment in construction.
- New mass marketing techniques were used in the 1920s to market these mass produced goods. Advertising became important. The cinema, radio and billboards were used. Catchy tunes were used to persuade people to buy cars and consumer goods.
- People were encouraged to use credit and purchase goods on hire purchase paying by instalments. This increased the number of people purchasing cars, refrigerators and other consumer goods.
- Any other valid point

[15]

- 8 (a) Describe **two** ways that share speculation caused the Wall Street Crash in October 1929.

**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 that share speculation caused the Wall Street Crash in October 1929 [2]

Apply above criteria to each way.

Any **two** ways:

- A share buying craze began in 1927 with over 1 million Americans buying shares for short term profit. Share speculators pushed the value of shares far higher than company profits, for example, radio shares increased from 94c in March 1928 to 505c in September 1929.
- Most speculators bought shares ‘on the margin’ with borrowed money. Speculators could borrow 90% of the share price and sell the shares later at a profit to repay the loan. This system could only continue if share prices kept increasing. These small investors could not pay back loans to the bank if share prices fell.
- There was little regulation of the Stock Exchange and the banking system in the 1920s. Share speculation was based on confidence that the economic boom would continue.

Any other valid point

[4]

- (b) What actions did President Hoover take to deal with the effects of the Great Depression in America between 1929 and 1932?

**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**

- Hoover believed in laissez faire and ‘Rugged Individualism’. Americans could only succeed by their own efforts and not receive help from the federal government.
- Hoover underestimated the seriousness and length of the depression. Before 1931, Hoover did little to deal with poverty and unemployment. He relied on Voluntarism. Employers were encouraged not to sack workers or reduce wages. However, unemployment increased from 1.5 million in 1929 to 14 million in 1932.
- In 1929 Hoover set up the Farm Board to buy surplus produce and help increase prices. Its budget was only \$500 million and it did little to halt the slide in agricultural prices from \$13 billion in 1929 to \$7 billion in 1932.
- In 1930 the Hawley-Smoot Act increased tariffs by 50% to protect American industry. This only slowed down world trade and worsened the problems of farmers who depended on exports.
- In 1931 Hoover reversed his laissez faire policy and the federal government lent \$1,500 million to businesses and banks in difficulty. The Reconstruction Finance Corporation was seen as too little too late and a desperate ploy to win support in the presidential election.
- In 1931 Hoover spent \$423 on a building programme that provided jobs, for example, the Hoover Dam project on the Colorado River. This scheme made little impact in reducing unemployment.

Any other valid point

**[6]**

- (c) Explain how the Great Depression affected the lives of Americans between 1929 and 1932. In your answer refer to the bullet points and use other relevant knowledge.

- Effects of the Great Depression on people living in cities
- Effects of the Great Depression on people living in the countryside

**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. Answers will include general points linked to the bullet points. 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, focussed 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 American economy plunged into a vicious cycle of overproduction and under consumption. By 1932, 109,000 factories had closed and industrial production had fallen by 25% of the workforce or 14 million were unemployed by 1933.
- There was no unemployment benefit and the unemployed endured great hardship during the Great Depression. People had to queue in breadlines for free bread and soup from private charities. Thousands went hungry and 1/3 of all children in New York were malnourished.
- Thousands of unemployed who could not pay their rent or mortgage were evicted. They moved to shanty towns consisting of cardboard and tin huts sarcastically called 'Hoovervilles' situated at the edge of most cities.
- Many unemployed tramped the streets looking for work. Two million hobos travelled illegally on freight trains all over America in search of seasonal work.
- Some tried to make a living by selling coal and apples. There were 6,000 apple sellers in New York in 1932. Some resorted to petty crime, begging and even prostitution.
- Those in employment worried about the security of their jobs. Employers cut wage rates: the average hourly wage in manufacturing industries fell from 59c to 44c from 1929 to 1933. Workers had also to work longer hours. In Chicago in 1932 the city government ran out of money and the wages of civil servants and teachers were unpaid
- 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 America during the Great Depression.
- In the Mid West the position of farmers was worsened by the Dust Bowl in which drought and overcropped soil led to dust storms ruining millions of acres of previously fertile land. Thousands of farmers from Oklahoma and Arkansas migrated west to California in search of a new life as farm labourers.

Any other valid point

[15]

- 9 (a) Describe **two** effects of the Agricultural Adjustment Administration (AAA) on agriculture and the lives of farmers in America.

**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 Agricultural Adjustment Administration (AAA) on agriculture and the lives of farmers [2]

Apply above criteria to each effect

Any **two** effects:

- The Agricultural Adjustment Administration (AAA) was set up to deal with the problems of over supply and low prices. It aimed to increase farm prices and farm incomes.
- 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%.

Any other valid point

[4]

- (b) How did the Supreme Court and Big Business oppose the New Deal?

**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 Supreme Court was the ‘Guardian of the Constitution’. Most of its 9 judges were Republican. They believed that the Federal Government and the President were exceeding their powers in the New Deal agencies. The Supreme Court caused problems by declaring 11 of Roosevelt’s New Deal agencies unconstitutional.
- In 1935 the Supreme Court found the National Recovery Administration (NRA) codes unconstitutional in the *Sick Chickens* case. The Supreme Court ruled that the NRA had no right to take the Schechter brothers to court for breaking the NRA codes. This was the responsibility of the state governments.
- In 1936 the Supreme Court declared 16 Agricultural Adjustment Act (AAA) codes unconstitutional. The AAA gave farmers loans to plough up land and kill animals. The Supreme Court ruled that these subsidies could only be made by state governments.
- Big Business believed in low taxation and opposed the New Deal because they objected to the higher taxes needed to fund the New Deal which cost \$17 billion by 1939. In 1934 business leaders formed the Liberty League to oppose Roosevelt and the New Deal.
- Businessmen disliked reforms such as the 8 hour day, the minimum wage and the end of child labour in the coal mines.
- Business leaders resented support for the trade unions in the Wagner Act.
- Business leaders like Henry Ford viewed trade unions as agents of communism and used force against trade unionists in his car factories. In 1934 and 1935 there were a number of bitter industrial disputes and strikes were often broken up violently.

Any other valid point

**[6]**

- (c) Explain the actions taken by the New Deal agencies to deal with unemployment and workers' rights. In your answer refer to the bullet points and other relevant knowledge.

- Actions taken to create jobs
- Agencies that improved the rights of workers

**Target AO1 and AO2:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key features, 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 bullet points. 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, focussed 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

- 13 million were unemployed in 1933 and industrial production had fallen by 50%. Roosevelt had promised that reducing unemployment was a central aim of the New Deal.
- The Public Works Administration (PWA) was a key agency providing work schemes for skilled workers, for example, electricians and engineers. It was led by Harold Ickes and spent \$7 billion on public work schemes between 1933 and 1939. It built 70% of American schools and 35% of American hospitals.
- The Works Progress Administration (WPA) led by Harold Hopkins provided over 2 million jobs each year. It had a much wider range of projects, for example, work for photographers, actors and painters. By 1937 over 20% of Americans workers were employed on WPA schemes. It was criticised for creating ‘Boondoggles’ or jobs of limited economic value.
- The Civilian Conservation Corps (CCC) provided work on environmental and conservation work for up to 2.5 million young men under 23. They were given free food, \$1 per day and lived in 13,000 CCC camps all over the USA.
- The National Recovery Administration (NRA) aimed to improve workers’ conditions and rights by encouraging cooperation between management and workers. The NRA codes established a minimum wage and banned child labour. Over 2 million firms and 16 million workers were part of the NRA Blue Eagle Scheme.
- The Wagner Act, 1935, legalised trade unions and gave them rights to negotiate wages and conditions with employers. Many employers bitterly resisted the trade unions which they regarded as a sign of communism. Trade Union membership increased from 3 to 10 million during the New Deal.
- The Social Security Act, 1935, established unemployment benefit and retirement pension funded by a tax on employers. The Federal Government took greater responsibility for meeting the needs of vulnerable groups in society.
- The Fair Labour Standards Act, 1938, set minimum wage levels and maximum hours of work.

Any other valid point

[15]

**Section B**  
**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 de Valera planned to change the relationship between the Free State and Britain.

**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 de Valera planned to change the relationship between the Free State and Britain. 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 de Valera planned to change the relationship between the Free State and Britain 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 de Valera planned to change the relationship between the Free State and Britain 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:

- De Valera planned to remove the Oath of Allegiance.
- End land annuities.
- Reduce the power of the Governor General.
- Remove the Free State from the Commonwealth.
- Dismantle the Anglo-Irish Treaty.

Any other valid point

**[6]**

**(ii) Study Source B**

Using **Source B**, and **your own knowledge**, explain the importance of the 1937 Constitution on relations between Britain and Éire.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrates 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 importance of the 1937 Constitution on relations between Britain and Éire. 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 importance of the 1937 Constitution on relations between Britain and Éire. 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:

- The Constitution maintained the right to rule all 32 counties.
- Source B did not mention the King nor the Commonwealth but de Valera believed keeping this link with Britain might make it easier to end partition.
- The Constitution removed all symbolic links with Britain.
- Britain did not react.
- Unionists were not so calm – they denounced Éire and called an election.

Any other valid point

**[9]**

**(iii) Study Source C**

Source C suggests that Chamberlain did not want conscription to be introduced in Northern Ireland.

How far do you agree with Chamberlain's view that introducing conscription in Northern Ireland would have been 'an embarrassment'? Explain your answer using **Source C** and **your own knowledge**.

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrate and 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 introduction of conscription. 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 introduction of conscription to Northern Ireland. 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 introduction of conscription.

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 Chamberlain's view regarding the introduction of conscription to Northern Ireland as outlined in Source C. Candidates will use their own knowledge to explain clearly the different interpretations on the issue of introducing conscription 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 the view of the Unionists who were keen to support the British war effort.
- It shows Unionists had pledged their help by giving resources.
- Source C shows that the British Prime Minister was worried about the Unionists pushing for conscription.
- The British felt it would be ‘an embarrassment’.
- Craig agreed to not push for conscription.

Answers may include some of the following own knowledge:

- Source C is not representative of all views on conscription.
- Source C only shows the views of the British Prime Minister.
- Conscription was only requested by the Stormont government and Unionist people.
- The issue of conscription caused tensions between Nationalists and Unionists.
- Nationalists organised a protest rally in Belfast.
- De Valera was against conscription as was the Catholic Church.

Any other valid point

**[12]**

- (b)** In what ways did the standard of living differ between Northern Ireland and Éire between 1945 and 1949?

**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 introduction and impact of the Welfare State in Northern Ireland was significant.
- The Housing Trust was established to build new houses in Northern Ireland.
- Social reforms also improved the standard of living for many people in Northern Ireland through the provision of family allowance.
- All of the reforms implemented under the Welfare State in Northern Ireland contrasted with the lack of welfare provision in Éire.
- Éire suffered severe economic depression after the war. Prices rose, unemployment and emigration increased.
- 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.

Any other valid point

**[6]**

- (c) 'The preparations made between 1938 and 1941 for the defence of Northern Ireland and its people were inadequate'. 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, focussed 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 an attitude of complacency, based on the belief that Northern Ireland was too far away to be targeted by an air attack.
- In 1939 Northern Ireland had no RAF fighter protection, no search lights and virtually no anti-aircraft guns.
- Few civilians carried gas masks.
- Social activities continued as normal – cinemas, theatres and dance halls remained open.
- Few people took up the chance to be evacuated from Belfast.
- Measures to protect the civilian population were inadequate and not enforced.
- Shelters could accommodate one quarter of Belfast's population; civilians were not evacuated although air raids were expected by the government.
- In April and May 1941, the Germans carried out sustained attacks on central, north and east Belfast. These were densely-populated areas and, as such, damage was severe.

- Over 50% of the houses in Belfast were damaged or destroyed and 955 people were killed during the four raids.

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 mark)**

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 marks)**

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

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

Candidates spell, punctuate and use the rule 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 precision.

[5]

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

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

Using **Source A**, and **your own knowledge**, describe O’Neill’s plans to improve the economy of Northern Ireland.

**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 O’Neill’s plans to improve the economy of Northern Ireland. 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 O’Neill’s plans to improve the economy of Northern Ireland 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 O’Neill’s plans to improve the economy of Northern Ireland 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:

- O’Neill wanted to build a new airport.
- O’Neill wanted to build a new hospital.
- O’Neill wanted new laboratories and research facilities at Queen’s University.
- A Ministry of Development was set up to coordinate economic improvement and create new jobs.
- Multi-national firms were offered incentives to set up in Northern Ireland and given low rates and grants.

Any other valid point

**[6]**

**(ii) Study Source B**

Using **Source B**, and **your own knowledge**, explain the main demands of the Northern Ireland Civil Rights Association (NICRA).

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrates 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 demands of the Northern Ireland Civil Rights Association. 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 demands of the Northern Ireland Civil Rights Association. 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:

- Disarm the B-Specials but NICRA also wanted the disbanding of the B-Specials.
- Civil Rights not Civil War.
- ‘One Man-One Vote’ – remark on extra votes for businesses.
- The fair allocation of council houses – on need rather than council affiliation.
- An end to gerrymandering – the manipulation of council boundaries ensured unionist majorities in council elections.
- An end to discrimination in the allocation of government jobs.
- The removal of the Special Powers Act which allowed, among other things, internment.

Any other valid point

**[9]**

**(iii) Study Source C**

Source C suggests the reason for the introduction of British troops to Northern Ireland was keep 'Ulster Catholics' and 'Ulster Protestants' apart.

Do you agree with the view that the only reason for the introduction of British troops to Northern Ireland was to keep both communities apart? 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 reason for the introduction of British troops to Northern Ireland. 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 on the reason for the introduction of British troops to Northern Ireland and use their own knowledge. Candidates will use the view expressed in Source C and their own knowledge and attempt to reach a judgement on the reason for the introduction of British troops to Northern Ireland.

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 reason for the introduction of British troops to Northern Ireland. Candidates will use their own knowledge to explain clearly the different interpretations on the reason for troops being sent to Northern Ireland 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 shows the view of a British newspaper that the troops were being introduced to keep the two sides apart and to stop them from hurting each other.
- Source C shows the view that the attitude of some in Britain was to let them ‘knock each other insensible’.

Answers may include some of the following own knowledge:

- Source C is not representative of all of the views on the reason for the introduction of British troops to Northern Ireland.
- August 1969, nationalists welcomed British troops at first and saw it as a good thing. Catholics saw the troops as their protectors. This is why soldiers were given tea and sandwiches by women in Catholic areas of Belfast and Derry/Londonderry.
- Many Unionist politicians, whilst welcoming the British troops to return calm to the streets, resented the additional interference in their handling of Northern Ireland matters. Many Unionists saw this as the first step down a road that was to lead to the establishment of ‘direct rule’ from Westminster.

Any other valid point

**[12]**

- (b)** In what ways did the people of Northern Ireland react to the Hunger Strikes of 1980 and 1981?

**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:

- In late 1980 the Hunger Strike attracted only limited support from Nationalists.
- In March 1981, a second Hunger Strike began and got huge publicity and much support from nationalists in Northern Ireland and elsewhere.
- Nationalists again showed their support by attending the funerals of the hunger strikers.
- IRA violence increased during the Hunger Strikes.
- Unionists showed little sympathy for the hunger strikers and urged the British Prime Minister not to give concessions.
- Unionists were shocked at nationalist support for the hunger strikers.
- Unionists expressed their alarm at how the Hunger Strikes led to a growth in support for the IRA and at the limited numbers of troops and police to deal with them.

Any other valid point

**[6]**

- (c) How effective was internment in dealing with the political situation in Northern Ireland in the early 1970s?

**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, focussed 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 government of Northern Ireland believed that a stronger response was needed to the IRA than the one taken by the British Government at the time.
- Few IRA men had been convicted of the bombings of Protestant owned businesses. There was pressure on Faulkner for a tougher security policy.
- In the four months after internment, 143 people were killed through bombings and shootings. This was five times as many in the previous eight months of the year.
- IRA recruitment grew.
- SDLP withdrew from local government in protest.
- Civil Rights marches started up again – led to Bloody Sunday, which was itself a result of an anti-internment march. There was also a clash between the army and civil rights protesters at an anti-internment march outside Magilligan Internment Camp.
- Unionists saw internment as an unpleasant but necessary way of dealing with the growing IRA threat.
- Loyalist violence increased in response to the increase in IRA violence. The UDA was formed in September 1971.
- The UVF bombed McGurk's Bar in Belfast in December – 15 people were killed.

- Prime Minister, Brian Faulkner, conceded that internment had been unsuccessful in stopping the Provisional IRA. Faulkner said many of the most wanted, ‘escaped the net’, however, he was convinced the policy of internment had been helpful in locating IRA weapons.

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 mark)**

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 marks)**

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

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

Candidates spell, punctuate and use the rule 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 precision.

[5]

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**General Certificate of Secondary Education  
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## **History**

**Unit 2: The Cold War 1945–1991**

**Higher Tier**

**SPECIMEN**

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**MARK  
SCHEME**

## Section A

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

- 1** This question is about the spread of communist control in Eastern Europe after the Second World War.

**(a) Study Source A**

What does **Source A** tell us about why the USSR spread communism to the countries of Eastern Europe after the Second World War?

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

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

**Level 1 ([1])**

Answers at this level will include information copied from Source A or paraphrased, for example, Source A tells me that Poland and Romania had been used by the Germans to invade the USSR.

**Level 2 ([2]–[3])**

Answers at this level will include relevant information from Source A and make inferences but does not directly state why the USSR spread communism to the countries of Eastern Europe after the Second World War. For example, Source A tells me that Poland and Romania had been used as a gateway to the USSR by the Germans when they invaded and this made Stalin worried about the USSR.

- Award **[2]** marks for one unsupported inference
- Award **[3]** marks for two unsupported inferences

**Level 3 ([4])**

Answers at this level will use the content of Source A to make a supported inference to show why the USSR spread communism to the countries of Eastern Europe after the Second World War. For example, Poland and Romania had been used as a gateway to the USSR by the Germans when they invaded the USSR in 1941. The source tells me that this worried Stalin and made him determined to protect the USSR from future attacks. Stalin believed the best way to do this was to make sure that governments loyal to the USSR ruled these countries. That is why he wanted to spread communism to the states of Eastern Europe after the Second World War.

Any other valid point

**[4]**

**(b) Study Sources A and B**

How far does **Source B** support the view in **Source A** about the actions of Stalin and the USSR after the Second World War?

**Target AO3:** Understand, analyse and evaluate a range of source material to show similarity and difference as part of an historical enquiry.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[2])**

Candidate is able to select one piece of information showing similarity and/or difference from either source but fails to develop similarity and/or difference. No attempt at a judgement will be made as to how far Source B supports the view in Source A.

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])**

Candidates will analyse both sources for points of similarity and difference. An attempt at a judgement will be made as to how far Source B supports the view in Source A.

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])**

Candidate will analyse both sources for points of similarity and difference. A reasoned judgement will be made as to how far Source B supports the view in Source A.

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.

Some of the following points may be made:

- In Source A Stalin says that the USSR has to be protected from future attacks and that the way to do this is to make sure that the countries around it are run by loyal governments.
- In Source A Stalin says that the Germans came through Poland and Romania to invade the USSR and that the USSR needs these states to be loyal for their protection.

- Source B shows Stalin spreading into the states of Eastern Europe.
- Source B shows that a number of countries in Eastern Europe already have communist governments set up there and are ‘loyal’ and shows others which are under pressure from Stalin.

Any other valid point

[6]

(c) **Study Source C**

How **useful** and **reliable** is **Source C** in explaining why Khrushchev changed the policy of the USSR towards Eastern Europe when he became leader?

**Target A01 and AO3:** Recall of knowledge; understand, analyse and evaluate source material as part of an historical enquiry.

Award [0] for responses not worthy of credit

**Level 1 ([1]–[3])**

Answers will provide a vague, general account of the content of Source C with little attempt to address the question. Candidates at this level may discuss the content of the source but may not give any indication of the utility and/or reliability of Source C. There will be little or no use of 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 ([4]–[6])**

Answers at this level will discuss the reliability and/or utility of the source in explaining why Khrushchev changed the policy of the USSR towards Eastern Europe when he became leader. Candidates may point out that it is a primary source and discuss the value of this. They may begin to make observations on the authorship. For example, they could mention that the source is from the new leader himself, Khrushchev’s motivation for this speech, the reasons why this source was produced and how these affect utility and reliability. Candidates will use some of their own knowledge to explain the background, for example, Khrushchev’s ‘secret speech’.

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

**Level 3 ([7]–[9])**

Answers at this level will discuss fully the reliability and usefulness of Source C. They will make a reasoned judgement as to how useful and reliable Source C is in explaining why Khrushchev changed the policy of the USSR towards Eastern Europe when he became leader. Candidates will use own knowledge to support their answers.

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 considerable accuracy.

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

Some of the following points may be made:

- Source C would be a very useful source as the author, Khrushchev, was the new leader of the USSR. He was very different to Stalin.
- Khrushchev wanted to adopt a new policy because he disagreed with the methods and approach of Stalin.
- Khrushchev explains that the USSR needs to keep control of Eastern Europe for its safety but believes that they must try to show the people of Eastern Europe the benefits of communism.
- Khrushchev believes that if the USSR can improve living standards this will keep the support of the people making them content under communist rule and ensure the safety of the USSR.
- While this is a useful source, it may not be completely reliable.
- Khrushchev was a member of Stalin's government and shares some of the responsibility for the cruelty that he mentions.
- However, Khrushchev condemned Stalin in the 'secret speech' and allowed some reforms in the countries of Eastern Europe.

Any other valid point

**[9]**

- (d) 'The USSR had to keep control over Eastern Europe for its own safety.'

Using **Sources A, B, C and D**, and **your own knowledge**, explain whether you agree with this interpretation of the actions and policies of the USSR in Eastern Europe after the Second World War.

**Target A01, A02 and A03:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways.

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

**Level 1 ([1]–[5])**

A weak, generalised response which does not always address the question. Candidates at the lower end of this level may extract limited information from one source which outlines the reasons for the policies followed by the USSR in Eastern Europe in this period. Candidates may include some general points from their own knowledge which will enable them to achieve marks in the mid-upper end of this level. Explanation, if any, will be limited.

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 at this level will demonstrate an understanding of the different views about the reasons for the policies of the USSR in Eastern Europe in this period but may show limited own knowledge or understanding of the reasons why these views are held. Candidates can access marks at the higher end of this level if they attempt to use the sources to reach a conclusion about the reasons for the different approaches adopted by different leaders from Stalin to Brezhnev. Candidates will make close reference to the sources and will use some of their own knowledge to support their answer.

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

### **Level 3 ([11]–[15])**

Candidates at this level will demonstrate a clear understanding of the reasons for the policies adopted by the USSR in Eastern Europe in this period as outlined in the sources. They will show a clear understanding of the reasons why the authors held different views. At the top of this level candidates will use their own knowledge to make a reasoned judgement about the interpretation in the question and make reference to the sources to support their explanation and conclusion 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])A01 ([3])A02 ([9]) A03**

Some of the following points may be made:

- In Source A, Stalin states clearly that his aim is to ‘protect the USSR from further attacks’. His method is to ensure that the countries which surround the USSR are ‘ruled by governments friendly and loyal to the USSR’. That means that they must be communist.
- Source B shows Stalin taking action to get control over some of the countries in Eastern Europe. Stalin has spread communism to a number of states and they are loyal to the USSR. Some countries, for example, France and Sweden look like possible targets as the map shows a question mark on them. This source is from a British newspaper and appears to be critical of Stalin. Britain was an ally of the USA which may explain the reason for this view.

- Source C is from Khrushchev, speaking after he succeeded Stalin in 1955. He too stresses they have to 'keep control of Eastern Europe for our own safety' but indicates a change in policy in an attempt to win more support. He wants to show the people of the USSR and of Eastern Europe the benefits of communism.
- Source D is the view of an historian, writing about events in Czechoslovakia in 1968. The USSR's leader is Brezhnev and he seems to share the view of his predecessors - they had to keep control. The welfare of the USSR was more important than anything else. Candidates will also use their own knowledge to support their decision about whether they agree with the interpretation in the question. For example, they could mention the losses suffered by the USSR in the Second World War which made such an impact on Stalin; they could also mention Khrushchev's willingness to follow a policy of 'peaceful coexistence', They may also refer to the Brezhnev Doctrine introduced by the USSR as soon as the Czechs were forced to abandon their reforms.

Any other valid point

**[15]**

## Section B

- 2 Why did tension arise between the USA and the USSR over events in Berlin in the period 1945–1961?

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

Award [0] for responses not worthy of credit

### Level 1 ([1]–[5])

Simple, descriptive answer rather than explanation and analysis, which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide some detail of the ways in which events in Berlin caused tension to develop between the USA and the USSR in the period 1945 – 1961.

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])

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of why events in Berlin caused tension between the USA and the USSR in the period 1945 – 1961. There will be a more informed analysis but it may be limited in places. To reach the top of Level 2, answers must give specific details of the reasons why events in Berlin caused tension between the USA and the USSR, however, there may be omissions of some episodes and developments.

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]–[16])

Well-informed, accurate explanation and a clear and coherent analysis of the reasons why events in Berlin caused tension between the USA and the USSR in the period 1945 –1961. Answers will demonstrate a sound understanding and provide a detailed explanation of the reasons why events in Berlin caused tension between the USA and the USSR in the period 1945 – 1961. Top Level 3 answers will address the change in relations in a comprehensive way and provide full coverage of the period.

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 ([11]) AO2**

Answers may include some of the following:

### **Tension, 1945-1948**

At Yalta and Potsdam it was agreed that Germany and Berlin should be occupied by the four victorious powers. It did not take long for tension to emerge as the Allies wanted a strong Germany and wanted to aid German recovery. Stalin wanted to keep Germany weak to avoid another invasion of the USSR.

Tension also emerged as Berlin was in the communist zone. Stalin was keen to force the Allies out. In 1947 the Allies decided to merge their zones and introduce a new currency. Stalin was not invited to the Currency Conference in London, June 1948, nor was he given a report of the meeting. It looked like the West was trying to make their zone look better than the communist controlled East Berlin. Stalin was not happy. Relations between the USA and the USSR deteriorated.

### **The Berlin Blockade, 1948-1949**

Between June 1948 and May 1949 Stalin closed all land routes into Berlin to try to force the Allies out. Truman saw this as an aggressive act and once again tension increased. Truman responded with the Berlin Airlift showing that America would not give in to pressure from the USSR. The Airlift lasted for 318 days showing America's determination. Stalin threatened to shoot down US planes which again increased the tension. However, on 12 May 1949, Stalin abandoned the blockade. He was furious with Truman and believed he had been trying to provoke a war.

Tension between the USA and USSR was to continue over Berlin. One result of the crisis was that Germany was divided into the Federal Republic of Germany (West Germany) and the Democratic Republic of Germany (East Germany).

### **Berlin in the 1950s**

In the 1950s tension remained high even after Stalin's death. West Berlin became wealthier whilst the East became poorer. Many in East Berlin wanted to escape to the West.

Between 1948 -1961 many people from East Berlin escaped into West Berlin especially many young and skilled workers. Almost 2.5 million people had escaped by 1961. This also increased tension between the USA and USSR. The Soviet Union even threatened the USA with the use of nuclear weapons over this issue; Khrushchev also believed the West was using Berlin to spy on communism and this caused tension. In August 1961, Khrushchev shocked the world by ordering a concrete wall to be built to seal off East Berlin. This increased tension once again as many believed the USSR was more interested in confrontation than co-operation.

Any other valid point

[16]

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

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

Award [0] for responses not worthy of credit

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

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

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

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

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

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

[5]

- 3** In what ways did relations between the USA and the USSR change in the period 1960 -1991?

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

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

**Level 1 ([1]–[5])**

Simple, descriptive answer rather than explanation and analysis, which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide some detail of the ways in which relations changed between the USA and the USSR in the period 1960-1991.

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])**

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of the change in relations between the USA and the USSR in the period 1960-1991. There will be a more informed analysis of the change in relations between the USA and USSR but it may be limited in places. To reach the top of Level 2, answers must give specific details of the changes in relations between the USA and the USSR in the period 1960-1991. In Level 2, answers may contain omissions of some episodes and developments.

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]–[16])**

Well-informed, accurate explanation and a clear and coherent analysis of change in relations between the USA and the USSR in the period 1960-1991. Answers will demonstrate a sound understanding and fully explain the ways in which relations between the USA and the USSR changed in the period 1960–1991. Top Level 3 answers will address the change in relations in a comprehensive way and provide a full coverage of the period.

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 ([11]) AO2**

Answers may include some of the following:

### **Tension and conflict**

When President Kennedy took office tension increased as he was anti-communist. Tension increased also with the Bay of Pigs incident in Cuba in April 1961. Cuba was growing closer to the USSR, and the USA was worried about a Communist state close by.

Khrushchev believed the West was using Berlin to spy on communism and this caused tension over Berlin – the USSR responded to the tension by building the Berlin Wall. In 1963 during President Kennedy's visit to West Berlin he said 'Ich bin ein Berliner' - this increased tension between the USA and USSR.

The Cuban Missile Crisis 1962 - the USA discovered that the USSR was placing missiles on Cuba. Tension increased to the point of war between the USA and USSR.

### **Improving Relations**

There was great relief when the crisis in Cuba ended and tensions were reduced. A hotline telephone link was set up to ensure better communication between the leaders of the two superpowers in the future. They also signed agreements to limit the spread of nuclear weapons and trade between them developed.

This move to improve relations and relaxation of tension was known as détente and both sides agreed to work together. In 1971 President Nixon became the first President to visit the USSR and in 1973 Brezhnev visited the USA. In 1975 astronauts from the USA and USSR met in space.

### **Relations Deteriorate**

Attempts to reduce tensions were damaged when the USSR became involved in a costly and, ultimately unsuccessful, war in Afghanistan between 1979 and 1988.

Changes in leadership in the USA and the USSR led to changes in relations in the 1980s. President Reagan of the USA was a key reason for changing relations. He called the USSR 'The Evil Empire'. Reagan increased the spending on nuclear missiles.

The end of détente changed relations for the worse between the USA and USSR in the 1980s.

### **The Cold War Ends**

The new Russian leader Gorbachev began a policy of Glasnost and Perestroika. In the 1980s the USSR could no longer keep up with the USA in the Arms Race. Gorbachev wanted to reduce the USSR's role in the nuclear arms race.

Gorbachev and Reagan got on well and this helped to improve relations between the USA and USSR.

Gorbachev realised that the USSR could no longer keep the level of control of Eastern Europe as outlined in the Brezhnev Doctrine and began to reduce the USSR's military presence. This led to the collapse of communism in the states of Eastern Europe and the fall of the Berlin Wall.

By 1989 the Arms Race had ended and President Bush and Gorbachev announced that the Cold War was over and relations again changed for the better between the USA and USSR.

Any other valid point

[16]

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

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

Award [0] for responses not worthy of credit

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

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

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

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

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

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

[5]

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**CONTROLLED ASSESSMENT  
DIVIDER FRONT**

**CONTROLLED ASSESSMENT  
DIVIDER BACK**



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## History

### Controlled Assessment Task

#### Unit 3: Investigative Study

#### The Arab-Israeli Conflict

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#### INSTRUCTIONS FOR THE CONTROLLED ASSESSMENT TASK

Answer **both** questions.

This is not an examination and candidates will be expected to conduct individual research to give their responses an individual quality.

Candidates must use the sources which accompany the task as part of their historical enquiry.

The time allocation of **3** hours for the formal write-up of the task must **not** be exceeded.

#### INFORMATION FOR CANDIDATES

Controlled Assessment is marked out of **50**. Question 1 is worth 15 marks and Question 2 is worth 35 marks.

Quality of written communication will be assessed in **both** questions.

You should aim to write approximately **2000** words in total.

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## Controlled Assessment Task: The Arab Israeli–Conflict

### 1 Study Sources A, B, C and D

Using **Sources A, B, C and D**, and **your own knowledge**, explain why there was conflict in the Middle East between 1948 and 1958.

[15]

#### Source A

**From a History textbook by John Vick, published in 1985**

After 1945, the Middle East, a very important region for Western economies, became more and more unstable. The two main reasons for the trouble were the rise of Arab national feelings and the existence of the state of Israel. The issue of Israel was, and still is, of special interest to the quite large and influential Jewish population in America. No American politician who wants to win an election can afford to ignore this fact.

#### Source B

**From a History textbook by Stewart Ross, published in 2005**

When the state of Israel came into being in May 1948, it was attacked at the same time by the armies of Lebanon, Syria, Iraq, Transjordan, Saudi Arabia and Egypt. The Arab-Israeli conflict had begun.

#### Source C

**From a book by a British historian, published in 1998**

Many quarrels came to a head at Suez in 1956. When Britain pulled out of the region, it left a gap that looked likely to be filled by the USSR. However, both the USSR and the USA wanted to increase their influence in the area. The USA was becoming more closely linked with Israel, while the USSR was growing closer to Egypt. It was clear that both superpowers were keen to be involved in the region.

**Source D**

**From a History textbook by Michael Scott Baumann, published in 2009**

In the past one hundred years, the Middle East has been mainly known as a region of conflict, often over land or oil, and who controls it. Much of this trouble is due to the creation of the Jewish state of Israel and its Jewish neighbours.

**2 Study Sources E, F, G, H and J**

Using **Sources E, F, G, H, I and J**, and **your own knowledge**, how far would you agree with the view in Source E that ‘the Suez War made Nasser a hero?’

[35]

**Total [50]**

**Source E**

**From a book written by William Polk, an American historian, published in 1979**

The West thought that the Suez War made Nasser a hero. One of the aims of the West was to destroy Nasser and, at the beginning of the fighting, few would have given him much chance of survival. However, Nasser did survive and he claimed a political victory within a military defeat.

**Source F**

**From a television address by Anthony Eden, the British Prime Minister, 8 August 1956**

Our quarrel is not with Egypt, it is with Nasser. Instead of meeting us with friendship, Nasser carried out a propaganda campaign against us. He has shown that he cannot be trusted. We all know how dictators behave, and we all remember the cost of giving in to Hitler.

### Source G

**A photograph taken during the Suez Crisis of 1956. Colonel Nasser, the Egyptian leader, is in the middle of the photograph with his arm raised**



### Source H

**Extract from the personal diary of Moshe Sharett, Prime Minister of Israel, 17 May 1955. He is recalling comments made by the Israeli Defence Minister about Nasser**

Nasser must be taught a lesson again and again – either he does what he is told or he is brought down. He can certainly be removed and it would be good to do so. Who is he anyhow, this Nasser Shmasser?

**Source I**

**A British cartoon published after Nasser nationalised the Suez Canal in 1956**

The cartoon shows Nasser making a broadcast on Egyptian Radio. It shows he is angered by the response to his nationalisation of the Suez Canal

*Copyright permission not granted for use of source*

**Source J**

**Extract from a statement by Nasser on Egypt's arms agreement with Czechoslovakia, September 1955**

I also asked for weapons from the USSR and Czechoslovakia. I told the British and US Ambassadors last June that, if their countries did not supply me with weapons, I would have to get them from the USSR. It was not possible for me to keep quiet while Israel brought in weapons for its army from several sources and was still a threat to us.

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## **History**

**Unit 3: Investigative Study**

**Controlled Assessment**

**SPECIMEN**

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**MARK  
SCHEME**

## **Controlled Assessment**

### **Guidance on Interpretation and Representation**

Interpretations and representations are found in a wide variety of sources as well as in the considered views of writers, whether historians or otherwise. The essential characteristic is that one or more individuals are attempting, usually consciously, to present a view of the past, or an issue in the past, which may differ from another or others. It is important that in attempting to evaluate representation and interpretation, consideration should be given to the process by which these interpretations and representations were created.

### **Guidance in applying the Mark Scheme to candidates' responses.**

The following mark bands have been drawn up to facilitate the identification of a candidate's level of achievement. Marks in each band should be awarded according to the extent to which a candidate demonstrates competence in relation to the requirements detailed within each band.

For example:

- an answer that meets the requirements of a band convincingly should be placed at the top of the band; and
- an answer that meets the requirements of the band but does so without consistency or less than convincingly should be placed at the lower end of the band.

In Question 1 of the controlled assessment task candidates are expected to use the sources provided and other evidence they have studied in their historical enquiry. Question 1 does not require the evaluation of source material. Teachers should use the description in the mark bands to award candidates a mark out of 15.

Question 2 should be marked using the performance descriptions in the mark bands as guidance and candidates should be awarded a mark out of 35.

## **Question 1**

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

Award [0] for responses not worthy of credit

### **Level 1 ([1]–[5])**

Answers at this level will address the question in a general way. Candidates may extract limited information from some of the sources and/or provide a simple description of the content in addressing the question. There will be limited use of own knowledge and explanation, if any, will be weak. There will be no conclusion or the conclusion is unsubstantiated.

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

### **Level 2 ([6]–[10])**

Answers at this level will provide a more detailed explanation and analysis of the question. Answers will display a satisfactory understanding of source content. Most or all of the sources and some own knowledge will be used to provide a more informed response. Conclusion(s) will be reached.

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

### **Level 3 ([11]–[15])**

Answers at this level will provide a detailed and well-developed explanation of the question. Answers will display a sound understanding of source content. All sources will be used fully and accurately. Relevant own knowledge will be used to provide an informed response. Substantiated conclusion(s) will be reached.

Writing communicated ideas effectively, using a range of precisely selected historical terms and information is presented in a concise, coherent and succinct form. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

**([3]) AO1 ([3]) AO2 ([9]) AO3**

## Question 2

**Target AO1, AO2 and AO3:** Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate source material as part of an historical enquiry to test an interpretation.

Award [0] for responses not worthy of credit

### Level 1 ([1]–[8])

There will be a limited awareness of interpretations. The candidate may recognise that there are different views and opinions but have little or no understanding of why these different views are held, for example: *'This source can't be trusted as it is biased'*. Candidates may extract some information from some of the sources and simply accept and describe the content of the sources, for example: *'Source E says that the media was very important'*. Little or no attempt is made to analyse the sources and assess the usefulness or reliability of the source material.

The content of the answer may not always be accurate or focused on the task. No judgements/conclusions are made regarding the interpretation **or** conclusions are attempted but not supported, for example: *'I think the statement is wrong'*.

Candidates present information which is generally coherent but lacks precision. The work may contain inaccuracies in spelling, punctuation and grammar.

### Guidance on awarding a mark within Level 1:

- If information is only extracted from the sources but there is no analysis or evaluation marks beyond Level 1 cannot be accessed.
- If there is no evidence of own knowledge but candidate refers to sources: award mid-top Level 1 mark.
- If the response is mostly own knowledge with little/no reference to sources: award low-mid Level 1 mark.

### Level 2 ([9]–[17])

The candidate demonstrates a basic understanding of interpretations and recognises that there are two sides to the debate **or** they try to explain that there are different views and opinions. The candidate engages with most of the sources but the analysis of sources to test the validity of the interpretation is basic, for example: *'Source F is part of speech by a member of the US government so it will be biased and of little value'* – no explanation is offered.

Sources are not always used to support the argument(s) being made. The candidate attempts to analyse the content of the sources to either support or reject the interpretation in the question, for example: *'Source E suggests that pictures shown on TV of what was happening in Vietnam will affect what people think'* or *'Source G biased because it was in a newspaper and newspapers do not always tell the truth'*.

Candidates will reach some basic conclusions. There may be some general attempt to explain why the interpretation should be accepted or rejected. The answer tries to address both sides of the debate in a general way, for example: *'This source does not really support the statement because it gives a different view of what happened'*. There is evidence of own knowledge in the response but this may not always be relevant.

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Candidates present information in a structured format but it may lack focus at times and be more narrative than analytical in places. Spelling, punctuation and the rules of grammar are sometimes accurate.

### **Guidance on awarding a mark within Level 2:**

- If only 3 sources are analysed and evaluated the response cannot be awarded above Level 2.
- If there is an attempt to analyse and evaluate 4–5 sources at a basic level: award a mid-top Level 2 mark.
- If there is an attempt to analyse or evaluate 4–5 sources at a basic level: award a low-mid Level 2 mark (must take into account the number of sources analysed or evaluated).

### **Level 3 ([18]–[26])**

The answer demonstrates a satisfactory understanding of a range of interpretations and why events/issues/people etc. have been interpreted in different/similar ways. The candidate analyses and evaluates all sources in some depth to reach conclusions regarding the validity of the interpretation – including **utility**, for example: the candidate may comment on author/language/content of sources **and reliability**, for example: the candidate may comment on bias, exaggeration, possible motive and tone. There will be evidence of own knowledge being used to explain the sources in testing the interpretation.

The candidate uses evidence from the sources to support their argument(s) and conclusion(s). The answer will show some agreement and disagreement with the interpretation and some explanation will be offered for the reason for the differences in views held. The answer will address the ‘How far...?’ aspect of the question, for example: *‘Source H is a person writing a letter that they wouldn’t have expected anyone to see so they would be honest and this makes the source reliable. This source is useful because the person was there at the time. It is an eyewitness account and so it may be more reliable because the person witnessed the event first hand. It supports the interpretation in Source E and therefore supports the statement that the media was powerful’.*

Candidates present information in a coherent form which is generally well organised, precise and succinct. Responses demonstrate considerable accuracy and use a range of grammatical constructions and specialist terms. Spelling, punctuation and the rules of grammar are mostly accurate.

### **Guidance on awarding a mark within Level 3:**

- If only 4–5 sources are analysed and evaluated the answer cannot be awarded above Level 3.
- If all sources are used and there is an attempt to address the ‘How far...’ aspect of the question but the answer lacks the detailed explanation and substantiated judgements required for Level 4: award mid-top Level 3 mark.
- If there is an analysis of all sources to Level 3 standard with accurate and relevant own knowledge but evaluation of the sources against the interpretation is limited: award mid-low Level 3 mark.
- If there is evaluation of all sources to Level 3 standard with accurate and relevant own knowledge but limited source analysis: award low-mid Level 3 mark.
- Answers which are of Level 4 quality but fail to evaluate and analyse all sources a Level 4 mark cannot be awarded.

#### **Level 4 ([27]–[35])**

The candidate demonstrates a good understanding of a range of interpretations and why events/issues/people have been interpreted in different/similar ways. The candidate analyses and evaluates all sources to test the interpretation in a developed manner by assessing reliability and utility. There is evidence of own knowledge being used effectively to explain and support the sources in testing the validity of the interpretation.

The candidate will make balanced and substantiated judgements in testing the validity of the interpretation. The verdict on the interpretation is irrelevant as long as both points of view are fully considered, for example: *‘Source J is useful because it is written by General Westmoreland who was the top military official in Vietnam. This means Source J is useful as Westmoreland was well-informed about why America was losing the war. However, Westmoreland may be biased and unreliable as he may not want to admit that US army weaknesses and tactics were to blame for defeat. He would prefer to blame the media as he outlines in Source J which supports the interpretation in the question’.*

Candidates present information in a concise, coherent and succinct form. Responses demonstrate almost faultless accuracy and use a wide range of grammatical constructions and specialist terms with precision. Spelling, punctuation and the rules of grammar are used with consistent accuracy.

#### **Guidance on awarding a mark within Level 4:**

- All sources must be analysed and evaluated to a Level 4 standard.
- If there is no attempt to address the utility and reliability of all the source material, which is essential in making a judgement regarding the validity of the interpretation, a Level 4 mark cannot be awarded.
- The degree of evaluation and analysis with supporting own knowledge will determine where the mark awarded within Level 4.

**([4]) AO1 ([4]) AO2 ([27]) AO3**

[35]

**Total [50]**