

## Edexcel GCSE History A and B

### Controlled Assessment

# CA9: Northern Ireland c1968–99

## What are the changes to content from 2013?

The content is now structured into the following three bullet points. The green text indicates content that has been clarified, expanded or moved.

- Divisions in Northern Ireland: Catholic grievances and Protestant fears in the 1960s; the reasons for, and impact of, protest and violence including the role of the NICRA and paramilitary organisations c1968–99; the role of the police, the army and government policy.
- Attempts at conciliation and agreement; reasons for their failure and for the eventual achievement of the Good Friday Agreement.
- How significant was the role of paramilitary organisations in preventing a peace settlement in Northern Ireland?

This option must not be combined with:

- History B specification Unit 2A The transformation of British society c1815-51

## Has the representation focus changed from 2013?

Previously the representation focus for this option was: How important were paramilitary organisations in preventing a peace settlement in Northern Ireland? The third bullet point above now forms the representation focus.

## Suggested resources to support teachers and candidates

The following is a provisional list of resources, which may be useful for this topic.

There are no published resources written specifically for this GCSE controlled assessment topic.

Edexcel commissioned a free student resource, which can be found at <http://community.edexcel.com/history/m/gcse09-historyca/7831.aspx>.

The following texts are suitable for the enquiry, but note that older books don't cover the Good Friday Agreement.

- *Northern Ireland since c1960*, by B Doherty, ISBN 9780435327286 (Pearson).
- *The struggle for peace in Northern Ireland*, by I Dawson & B Walsh, ISBN 9780719574726 (Hodder).
- *The struggle for peace in Northern Ireland*, by B Walsh, (SHP book) ISBN 9780719574726 (Hodder).

The following texts may be useful for extra reading – they cover the 1960s and IRA but not all of the content is relevant:

- *Ireland, a divided island*, by T Rea & J Wright, ISBN 9780199171712 (OUP).
- *Northern Ireland 1920–82*, by J Clare, ISBN 9780333463574 (Nelson Thornes).
- *The Irish Question*, by H Macdonald, ISBN 9780631914402 (Simon & Schuster Education).
- *Conflict in Ireland*, by T McAleavy (old SHP book), ISBN 9780003270150 (Collins).
- *Northern Ireland and its neighbours*, by S Gillespie & G Jones, ISBN 9780340620342 (Hodder)

There is lots of useful material on the Internet; however, this is a topic which creates strong feelings so students should be made aware that some websites may intentionally create a one-sided view.

- The best site for this work is the BBC site which has lots of useful features – timelines, brief summaries of key people and events, brief film clips etc. Make full use of the menu on the left and the hyperlinks to other pages within the site.  
[www.bbc.co.uk/history/war/troubles/index.shtml](http://www.bbc.co.uk/history/war/troubles/index.shtml).
- The BBC Bitesize site is also useful:  
[www.bbc.co.uk/schools/gcsebitesize/history/mwh/ni1965\\_85/](http://www.bbc.co.uk/schools/gcsebitesize/history/mwh/ni1965_85/).
- An excellent site is the CAIN archive collection ([www.cain.ulst.ac.uk](http://www.cain.ulst.ac.uk)). It has detailed information and source material on 'The Troubles' from 1968 to the present day and the information on the Peace Process is particularly useful:  
<http://cain.ulst.ac.uk/events/index.html>.
- Another good site aimed at GCSE students is: [www.casahistoria.net/ireland.htm](http://www.casahistoria.net/ireland.htm).
- There are useful summaries on [www.historygcse.org](http://www.historygcse.org)
- YouTube has lots of video material available.
- The Ireland in Schools (IIS) web pages on Northern Ireland have been revamped to reflect the changing interests of teachers working with Ireland in Schools and their wish to use a wider variety of sources, particularly video clips.
- Why were British troops sent to Northern Ireland in 1969?  
[http://iisresource.org/Pages/1969\\_troops.aspx](http://iisresource.org/Pages/1969_troops.aspx).
- Bloody Sunday: Who shot first? [http://iisresource.org/Pages/bloody\\_sunday.aspx](http://iisresource.org/Pages/bloody_sunday.aspx).
- A Catholic teenager in a Protestant town: <http://iisresource.org/Pages/markethill.aspx>.
- Why are Protestants & Catholics willing to share power in Northern Ireland now and not earlier? [http://iisresource.org/Pages/peace\\_process.aspx](http://iisresource.org/Pages/peace_process.aspx).
- List of resources: [http://iisresource.org/Pages/resources\\_shp\\_ni.aspx](http://iisresource.org/Pages/resources_shp_ni.aspx).
- Peace process page: [http://iisresource.org/Pages/peace\\_process.aspx](http://iisresource.org/Pages/peace_process.aspx).
- Website showing murals: <http://people.ku.edu/~kconrad/murals.html>.

## Topic timeline

We have provided the timeline below as an additional resource for students.

- 1967 The Civil Rights Association is formed.
- 1968 Mass civil rights campaigns begin.
- 1968 IRA activity appears to be on the increase.
- 1969 O'Neill (Prime Minister) resigns.
- 1969 British troops are sent in to Northern Ireland.
- 1969 Republican movement starts to split.
- 1970 Sinn Fein emerges as a political party.
- 1970 Provisional IRA is formed.
- 1970 The Alliance Party and the Social Democratic and Labour Party (SDLP) formed.
- 1971 The Ulster Volunteer Force (UVF) reappears.
- 1971 Internment is introduced.
- 1972 Government at Stormont is replaced by Direct Rule from Westminster.
- 1972 Bloody Sunday.
- 1973 Sunningdale Agreement is signed.
- 1974 Power-sharing Executive begins to govern Northern Ireland.
- 1974 The Ulster Workers' Council calls a strike.
- 1974 Power-sharing as a means of government fails.
- 1977 The 'blanket' and 'dirty' protests begin in the 'H' block prison.
- 1980 Hunger strikes in prisons become a form of protest.
- 1983 The New Ireland Forum meets.
- 1984 The IRA bomb the Conservative Party conference at Brighton.
- 1985 The Anglo-Irish Agreement is signed.
- 1993 The Downing Street Declaration.
- 1994 IRA calls a cessation of military operations.
- 1995 Framework Document published.
- 1995 David Trimble was elected leader of the UUP, replacing James Molyneaux.
- 1996 US Senator George Mitchell was to lead an international body to provide an independent assessment of the decommissioning of para-military weapons.
- 1996 One hour after a statement ending their ceasefire, the Provisional IRA exploded a large lorry bomb near South Quay DLR station in the London Docklands. The IRA ceasefire had lasted 17 months and 9 days.
- 1998 April 10 at 5.36pm (over 17 hours after the deadline) George Mitchell stated: "I am pleased to announce that the two governments and the political parties in Northern Ireland have reached agreement". It emerged later that President Clinton of the USA had made a number of telephone calls to party leaders to encourage them to reach this agreement.
- 1998 Good Friday or Belfast Agreement.

## Exemplar scheme of work

The following scheme of work provides a suggested approach and is not intended to be prescriptive.

Generic scheme of work	Subject content	15-week programme
<p><b>Context, concepts and application</b></p> <p>The historical context for Part A.</p> <p>The key features of the period or issue.</p> <p>Reasons for change and developments.</p> <p>Practise analysing causation, change, consequence.</p> <p>Practise writing extended responses with a focus on causation, change, etc.</p> <p>The historical context of the enquiry/ies identified in Part B.</p>	<p><b>Overview (Parts A and B):</b></p> <ul style="list-style-type: none"> <li>Divisions in Northern Ireland: Catholic grievances and Protestant fears in the 1960s; the reasons for, and impact of, protest and violence, including the role of the NICRA and paramilitary organisations c1968-1999; the role of the police, the army and government policy.</li> <li>Attempts at conciliation and agreement; reasons for their failure and for the eventual achievement of the Good Friday Agreement.</li> </ul> <p>Practice Part A Explanation</p> <ul style="list-style-type: none"> <li>Part A will require analysis with a focus on explanation of change, causation or consequence.</li> <li>Typical question stems are: Explain why; Explain the impact; Explain the ways in which XX changed; Explain the role of XX; Explain how.</li> </ul> <p>Practice Part B Enquiry</p> <ul style="list-style-type: none"> <li>Part B will always require some sort of judgement.</li> <li>Typical question stems are: How significant; How much impact; How successful; How far; How much change; How different.</li> </ul>	<p>Weeks 1–8 including write-up of Part A, 30 mins.</p> <p>Centres may complete tasks in any order but they must teach the whole of the relevant specification bullet point before completing Part A or Part B and they must teach the whole unit before students write up Part C.</p> <p>If the Part A task is set on the first bullet point, centres may decide to write up this task before teaching the second bullet point. If the Part A task is set on the second bullet point, they may wish to teach both bullet points before completing the Part A and B tasks.</p>
<p><b>Part B Enquiry</b></p> <p>Developing enquiry skills:</p> <ul style="list-style-type: none"> <li>how to find, select and use sources of information</li> <li>supporting</li> </ul>	<p><b>Generic</b></p> <p>Practise identifying and recording relevant information:</p> <ul style="list-style-type: none"> <li>Students to highlight key points of information or identify key views using a source that is not related to the enquiry.</li> <li>Students could compare the information on different websites and discuss ways of deciding whether a website would be a good source of information to use.</li> </ul>	<p>Weeks 9-10, including write-up of Part B, 1 hour.</p> <p>Centres may wish to set aside class time for students to complete research or may set research as homework while</p>

Generic scheme of work	Subject content	15-week programme
<p>candidates in the process of their research</p> <ul style="list-style-type: none"> <li>includes write-up.</li> </ul>	<ul style="list-style-type: none"> <li>Students to compare different ways of recording it, for example, bullet points, charts, diagrams.</li> </ul> <p>Practise write-up skills by preparing notes and sources for a Part B-style paragraph.</p>	<p>teaching the content for this bullet point or the bullet point for Part C.</p>
<p><b>Part C Context</b></p> <p>The historical context of the representations issue.</p> <p>Coverage of key features of period or issue sufficient to enable candidates to evaluate the accuracy and comprehensiveness of the representations.</p>	<p>How significant was the role of the paramilitary organisations in preventing a peace settlement in Northern Ireland?</p>	<p>Weeks 11–12</p>
<p><b>Part C Skills and concepts</b></p> <p>Understanding and analysing representations.</p> <p>Practise comparing and evaluating representations of the selected issue.</p>	<p><b>Generic</b></p> <p>Introduction to the idea of representation through discussion of social media, selection of items for the front page of newspapers etc.</p> <p>Practise evaluation of portrayal using examples such as school prospectus, social media, news reports.</p> <p>Practise evaluation of a representation using a representation from a previous task or the Representations Bank (one that will not be used as the third representation in the task).</p> <p>Students should understand the criteria being used and the necessity to support the evaluation using additional contextual knowledge.</p>	<p>Weeks 13–15, including write up of Part C, 1 hour.</p>