



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Junior Certificate 2015

Marking Scheme

History

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.

JUNIOR CERTIFICATE EXAMINATIONS, 2015

HISTORY - HIGHER LEVEL

MARKING PROCEDURES

1. The procedure for marking will consist of:

Careful reading and analysis of all the answers.

Allocation of marks to the components according to the agreed scheme.

Addition of the marks with attention to:

- (i) maximum per section;
- (ii) maximum per question.

2. **Components**

Facts

- (i) Identification of visually presented data;
- (ii) Stating facts.

Significant Relevant Statement (SRS)

- (i) A major fact, aspect or phase of the topic;
- (ii) An explanation of a term or concept relevant to the topic;
- (iii) A valid interpretation, comment, opinion, judgment relevant to the topic;
- (iv) 2/3 tentative statements of fact, etc;
- (v) An important cause / effect;
- (vi) A pertinent relevant map / illustration (a map or illustration may merit more than one SRS);
- (vii) Valid introductory material.

3. **Marking**

- (a) Answers are awarded:
 - (i) a Cumulative Mark (CM);
 - (ii) an Overall Mark (OM).

(b) **The Cumulative Mark (CM)**
Starting from the beginning of the answer, tick clearly thus (✓) each fact or SRS. Award the mark/s agreed on the marking scheme to each fact or SRS.

(c) **The Overall Mark (OM)**
In making a judgment on OM, the examiner must consider the quality of the answer in the light of the set question.

The total awarded for CM and OM must be shown separately
e.g. $5+2 = <7$

(d) Total the marks awarded to each part of the question in the right-hand margin thus: four marks to be shown as <4. Then proceed to mark the remainder. Put the grand total for the question, for example (30), on the left-hand margin near the question number.

(e) Read all the answers even excess, repeated or cancelled. The answer gaining most marks is accepted, within the rubrics of the examination paper.

NB 'Etc.' is used in the Marking Scheme to indicate that other answers may be acceptable; in all other cases, only the answer given in the scheme or 'words to that effect' may be awarded marks.

JUNIOR CERTIFICATE HISTORY
Higher Level 2015 Marking Scheme

1. **PICTURES** (15 marks)

(a) Pictures A: ***High cross***

(i) A high cross/ a Celtic cross 1M

(ii) A roof has been erected overhead (to protect it from the elements)/ It has been set in a concrete bed (to prevent it from falling)/ It has been cleaned
ONE piece of evidence 2M

(iii) As a Christian symbol/ As a symbol of the monastery/ As an object of worship/ As a teaching aid/ As a burial marker etc.
Any **ONE** valid purpose 2M

(b) Picture B: ***The Black Death***

(i) People are recoiling (as victim falls) / One man holds a girl back (from the fallen man)/ One man covers his mouth and nose. 1M

(ii) Overcrowding/ Unsanitary conditions (open drain in the street or throwing rubbish out window)/ No understanding of contagion (fleas on black rats)
TWO valid reasons 1 + 1 = 2M

(iii) To cover or extinguish the fire at night (for safety reasons). 2M

(c) Picture C: ***Mary Robinson***

(i) She was the first woman (to be elected to that office). 1M

(ii) UN High Commissioner for Human Rights. 2M
[Any reference to UN "ambassador" or "representative" alone = 1M]

(iii) Equal pay for equal work/ Equal opportunities in employment or promotion/ More women in senior positions in business or professions/ Marriage Bar was removed/ Equal educational opportunities/ Right to vote etc.
TWO valid changes 1 + 1 = 2M

2. **DOCUMENTS** (15 marks)

(a) ***Stalin.***

- (i) The (continuing) military attack by Germany/ The loss of part of Russian territory to Germany 1M
- (ii) German troops were already mobilized at the border/ Soviet troops did not have the time to mobilize to defend the border. 1M
- (iii) A year and a half of peace (1M) and the opportunity to prepare their defence forces (1M). 2M
- (iv) Russia must go immediately on a war footing/ Winning the war or destroying the enemy must be Russia's primary focus/ Guerrilla units must be formed (to destroy infrastructure).
TWO valid measures 1 + 1 = 2M
- (v) **ONE** valid advantage, e.g. Can convey emotion clearly/Insight into a particular time or event / Primary source/ Can be persuasive or motivational/Study of a political life, etc
ONE valid disadvantage, e.g. Intentional exaggeration of one's role in an event/ Bias/ Used for propaganda/ Inaccurate information, etc.
1 + 1 = 2M

(b) ***Emmet Dalton.***

- (i) He (Devlin) brought him (Dalton) to see the man in charge of recruitment (McCarton Filgate). 1M
- (ii) Second lieutenant (in the 7th Royal Dublin Fusiliers). 1M
- (iii) Belgium (like Ireland) was a small country that had a horrific experience (invasion by Germany). 1M
- (iv) "No" = 1M; **ONE** piece of evidence = 1M
"Yes" = **0M, even if the evidence is correct. Evidence alone = 1M**
He told his son to get out (of the house)/ He said "no bloody redcoat" would enter the house/ He was pro-Irish and anti-British/ Emmet didn't tell his father what he had done (because he knew he would disapprove).
TWO elements [No & piece of evidence] 1 + 1 = 2M
- (v) To fight for the freedom of small nations/ Redmond saw the war as a "just cause"/ To strengthen his hand when the negotiations began again after the war/ In gratitude for the passing of the Home Rule Bill in September 1914/ To secure the success of the war effort
One reason 2M

3. **SHORT ANSWER QUESTIONS** (20 marks)

Credit the best **ten** answers below. Each question is worth a max. of 2 marks.

- (i) Explanation: Evidence from a later date/ Second-hand information = 1M
Example: History book/ School textbook/ Biography, etc. =1M
TWO elements [Explanation & Example] 1 + 1 = 2M
- (ii) Civilisation must be named or implied, but no marks for naming it.
Ancient civilisations include Egypt, Greece, Rome, Aztecs or Incas.
TWO valid facts on housing from the **named** civilisation 1 + 1 = 2M
- (iii) Copper/ Tin/ Gold/ Silver 1 + 1 = 2M
- (iv) A covered (enclosed) walkway (around the central garden) 2M
- (v) Square plan/ Symmetrical facade/ Rounded arches/ Domes (cupolas)/ Roman columns (long slender pillars)/ Porticoes etc.
Any **TWO** valid features of Renaissance architecture 2M
- (vi) Absenteeism/ Pluralism/ Nepotism/ Simony/ Sale of indulgences/ Indiscipline or ignorance among clergy, etc. [**“Indulgences”** = 0M]
TWO valid reasons 1 + 1 = 2M
- (vii) Called the Council of Trent/ Seminaries/ New religious orders/ Used the Inquisition against Protestants/ Clarified Catholic teaching/ Addressed the abuses in the Church/ Sent missionaries to Protestant areas/ Set up schools to educate the young/ Catholic Index etc.
TWO valid ways 1 + 1 = 2M
- (viii) It was easier to control disease among animals/ Experiments could be carried out to improve quality of crops and animals/ Poorer labourers were driven off the land, etc.
Consequences may be positive or negative.
TWO valid consequences 1 + 1 = 2M
- (ix) Laws to regulate employment conditions in industry 2M
- (x) Import of maize from US (Peel’s Brimstone)/ Public works/ Repeal of Corn Laws/ Direct relief via soup kitchens/ Capacity of workhouses expanded/ (“setting up of workhouses” = 0M)
ONE valid action 2M
- (xi) About one million people died/ Emigration/ Decline of Irish language/ Larger farm size/ Later marriage age/ Population continued to fall/ End to gavelling (sub-division)/ Switch from tillage to pasture/ Some landlords went bankrupt/ Bitterness towards the British, etc
TWO valid consequences 2M
- (xii) Sinn Féin 2M

- (xiii) GPO/ Four Courts/ Jacob's factory/ Boland's Mills/ South Dublin Union/
Royal College of Surgeons/ Mendicity Institute/ Jameson's Distillery/
Westland Row Station/ James's Street Hospital/ Roe's Distillery/ Ardee Street
Bakery/ City Hall
Any **TWO** buildings 1 + 1 = 2M
- (xiv) Ireland paid £10m to cancel the land annuities/ UK returned the Treat Ports to
Ireland/ A range of free-trade measures to end economic war
[Ended land annuities/ Stopped paying land annuities = 0M]
Any **TWO** terms. 1 + 1 = 2M
- (xv) To campaign for equality for Catholics in terms of jobs, housing, voting etc./
"To end discrimination against Catholics" = 1M
["Civil rights" on its own = 0M] 2M
- (xvi) *March on Rome*: A fascist propaganda stunt/ Mussolini's coming to power in
Italy. ("Mussolini marching on Rome" **with no elaboration** = 0M)
The Lateran Treaty: an agreement between (Mussolini) and the Pope/ It
created an Independent Vatican State.
The Abyssinian Campaign: To establish an Italian Empire in East Africa/
Wanted to show the world how powerful Italy was.
"Italian military invasion or occupation of Abyssinia (Ethiopia)" = 1M
Any **ONE** term explained 2M
- (xvii) Enabling Act/ Effective propaganda/ Night of the Long Knives/ Use of
intimidation/ All political parties banned except for Nazi Party/ Censorship of
the media/ Gestapo set up to round up opponents/ Concentration camps set up
to deal with opponents/ Hitler Youth movement to indoctrinate the young
(Pre-1933 events and anti-Semitism not relevant)
TWO valid actions 1 + 1 = 2M
- (xviii) Anti-Jewish racial laws/ Marriage between Germans and Jews was forbidden/
Jews were deprived of their German citizenship/ Jews were forced to wear the
Star of David (as a symbol of their identity).
ONE valid definition 2M
- (xix) Policy of conciliating Hitler by making concessions/ Giving in to Hitler
hoping that he would stop making demands/ Giving in to Hitler in order to
avoid war.
ONE valid definition. 2M
- (xx) James Connolly/ Jim Larkin / Thomas Johnson/ Thomas O'Connell/ William
Norton/ Brendan Corish/ Frank Cluskey/ Michael O'Leary/ Dick Spring/
Ruairi Quinn/ Pat Rabbitte/ Éamon Gilmore/ Joan Burton
TWO leaders 1 + 1 = 2M

4. PEOPLE IN HISTORY (40 marks)

Answer **ONE** from A and **ONE** from B.

Mark on the SRS (Significant Relevant Statement) principle.

Each SRS = 2 Marks. [An incomplete SRS may be awarded 1 Mark – but **only at the end of a passage**]

Marks: CM Max = 16 [Content Guide: 2M x 8 = 16] **OM Max = 4**

Use the following scale when awarding OM:

VERY GOOD = 4M; GOOD = 3M; FAIR = 2M; POOR = 1M

A very good answer gets 4 OM – it does not have to be excellent.

Award 1 OM for correctly identifying the topic.

If an answer is not from the perspective of the particular person, award a max. of 1 OM. However, this does not mean that the answer must be written in the first person.

Section A

Candidates do A (i) or A (ii) or A (iii)

A (i) **An archaeologist working on a dig.**

All aspects of the archaeologist's work are valid, e.g., choosing the site, planning stage, on-site work, dating artefacts, final report, etc.

One method of dating objects, mentioned and explained = 1SRS.

Two methods of dating objects merely named = 1SRS.

Choosing site = 2SRS max; Methods of dating = 2SRS max; Tools + explanations = 2SRS max; A list of tools used with no explanation = 1SRS.

A (ii) **A servant who worked in a medieval castle.**

Accept material regarding the life and work of a servant in a castle.

Name of a castle feature + description/function = 1 SRS.

Mere list of castle features without descriptions/functions: 2 features = 1 SRS.

Castle only = 10+1 max; Training of a knight = 1 SRS max

A (iii) **A named Renaissance writer OR scientist.**

A specific person (e.g. Shakespeare, Galileo) must be named or implied, but no marks are awarded for the person's name.

If the person's name is not mentioned, or is incorrect, but the material clearly relates to a specific writer or scientist, max. OM = 3.

Each book/ theory/ discovery named and described = 1SRS. Additional information may merit further SRSs.

If works are merely listed (e.g.: Shakespeare's plays), 2 works = 1SRS.

Section B

Candidates do B (i) or B (ii) or B (iii)

B (i) A settler who received land on a named plantation in Ireland.

Do not award marks for naming the plantation.

If the plantation is neither named nor clearly implied from the account [i.e. Plantations in general], award a maximum of 1 OM.

2 conditions of receiving land, without any development = 1SRS.

Long-term consequences of the plantation = 1 SRS max.

In the case of Ulster or Munster, award 1 SRS for the counties planted.

If the answer is exclusively from the perspective of a person who lost land, max. CM = 8 and OM = 1

If a specific settler is named, e.g., Walter Raleigh, all material on his life is relevant.

B (ii) A named revolutionary leader (America, France, Ireland).

Award no marks for the revolutionary leader's name.

In the case of George Washington, treat all material prior to the First Continental Congress as 'background', i.e., 1SRS max.

In the case of Robespierre, treat all material prior to the outbreak of Revolution in 1789 as 'background', i.e., 1SRS max.

In the case of Napoleon, treat all material prior to the storming of Toulon as 'background', i.e., 1SRS max.

In the case of Wolfe Tone, treat all material prior to the founding of the United Irishmen in 1791 as 'background', i.e., 1SRS max.

In the case of Robert Emmet, treat all material prior to his involvement with the United Irishmen as 'background', i.e., 1SRS max.

In the case of Lord Edward Fitzgerald, treat all material prior to 1791 as 'background', i.e., 1SRS max.

B (iii) A named leader in the struggle for Irish independence, 1900-1923

A specific leader must be named or implied, but no marks are awarded for the leader's name.

If the answer is a mere treatment of the event or movement, Max CM = 10
OM = 1.

Treat all material up to 1900 as 1 SRS max.

Treat all material post-1923 as 1 SRS max.

5. THE AGE OF EXPLORATION (30 marks)

A. Sources D and E

A (i) He set up a school of navigation/ He sponsored voyages of exploration. 2M

A (ii) Vasco da Gama 2M

A (iii) It was safer from the point of taking on fresh supplies/following the return route home if necessary/not straying out into the open ocean and getting lost 2M

A (iv) To gain control of the spice trade/ To gain wealth/ To expand their empires/ To spread Christianity/ To find a sea route to the spice islands/ To enhance prestige, etc.
Any **ONE** valid reason 2M

B. Source F

B (i) They ran out of (fresh) provisions. 2M

B (ii) They soaked the oxhides in seawater (1M) and cooked them on the embers (1M) 2M

B (iii) Swollen gums (which prevented them from eating)/ Scurvy. 2M

B (iv) The hardship on board ship was so extreme that it is highly unlikely that such awful circumstances could arise again/ Future sailors will have learned from this horror story to plan and resource their journeys properly.
[A mere re-statement of the sentence = 0M] 2M

B (v) Lack of vitamin C/ Lack of fruit and/ or vegetables. 2M

C. Mark the answer on SRS principle:

[Max CM = 10M Max OM = 2M]

OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor

**In the case of (a), each clearly stated and developed “impact”=1SRS.
Accept “impact” under the following headings ONLY;**

- Exploitation of resources (land, mineral resources etc.)
- Slavery
- Destruction of culture (housing, language, etc.)
- Imposition of Christianity
- Death (disease, wars)
- New resources introduced (horses, legal system, etc.)

**In the case of (b), each clearly stated and developed “benefit” =1SRS.
Accept “benefits” under the following headings ONLY;**

- Empire
- New food and products
- Wealth, raw materials, trade
- Spread Christianity (added to prestige and control)
- Emigration (place to escape religious persecution, new opportunities)
- Knowledge and skills of Europeans increased (proof world is round, irrigation etc.)

**In the case of (c), each clearly stated and developed “conflict”=1SRS.
Accept “conflicts” under the following headings ONLY;**

- Rivalry between Spain and Portugal
- Treaty of Tordesillas explained
- Rivalry between Britain and France over Canada or USA
- British attacks on Spanish galleons
- Rivalries over trade developed, eg. The Dutch and English

ONE account only

12M

6A OUR ROOTS IN ANCIENT CIVILISATION (30 marks)

(i) People used stone tools/ They used stone weapons/ They had not learned how to use metal.
[Everything was made of stone/ “stone buildings” = 0M] 2M

(ii) They were the first farmers/ Tillage (crop-growing)/ Domesticated animals/
Pottery/ Cloth-making/ More permanent houses/ No longer nomadic/
Improved stone tools/ Megalithic tombs
TWO valid advances 2 + 2 = 4M

(iii) **Tuath:** A Celtic tribe and the land it owned/ A kingdom in Celtic Ireland

Aos Dána: People with special skills [Accept 2 examples, e.g. Brehons, Druids, Bards, Goldsmiths etc.]

Ogham: Celtic alphabet/Earliest form of writing/ Parallel strokes on either side or across a line/ Text carved in stone
Any **TWO** valid explanations 2 + 2 = 4M

(iv) Mark the answer on SRS principle: [**Max CM = 8M Max OM = 2M**]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor
Do not award marks for material that is outside the parameters of Celtic Ireland nor any Christian artefacts/ Neolithic tombs mentioned = 0M
TWO accounts to be written (8 + 2) x 2 = 20M

6 B SOCIAL CHANGE IN 20th-CENTURY IRELAND (30 marks)

(i) **Old newspapers:** Contain first-hand accounts of and reactions to events/
Contain old photographs which can be compared with today’s views to show changes (in landscape, fashions, etc)
Census reports: Provide information on population changes over time/
Contain details on such social issues as housing, literacy, education, jobs and marriages.
Interviews with elderly people: They may be able to provide eyewitness accounts of events/ Historians can ask them questions to elicit further information/ They have lived through the changes that the historian is investigating.
Usefulness of any **TWO** sources to the social historian 2 x 2 = 4M

(ii) Better social amenities make Dublin more attractive as a place to live/ Greater work opportunities available in the Dublin area/ Improved education enabled young people from rural Ireland to move to Dublin for a better quality of life/
Large numbers of immigrants have boosted Dublin’s population, etc.
Any **THREE** valid reasons 2 x 3 = 6M

(iii) Mark on SRS principle: [**Max CM = 8M Max OM = 2M**]
OM: 2M = very good / good; 1M = fair /poor; 0 mark = very poor

Note: 'Since 1945'.

NB Marks are to be awarded only for clearly stated, valid changes.

TWO accounts to be written $(8 + 2) \times 2 = 20M$

NB Communications = The transmission of sounds, images messages and ideas; Transport = The movement of people and goods.

6 C POLITICAL DEVELOPMENTS IN 20th CENTURY IRELAND
(30 marks)

- (i) 1. Treaty
2. Regulars
3. Four Courts (both terms needed)
4. Munster Republic (both terms needed)
5. Cosgrave
6. Ceasefire $1 \times 6 = 6M$

- (ii) **Blueshirts:** A fascist-type organisation from the early 1930s/ Militia which provided protection to Cumann na nGaedheal members/ A nickname for the Army Comrades' Association (or National Guard/ Young Ireland/ League of Youth)/ A (pejorative) nickname for Fine Gael
"They were led by Eoin O'Duffy" = 1M; "They were anti-Fianna Fail" = 1M;
"They wore blue uniforms" = 0M.

Gerrymandering: The rigging of constituency boundaries (to advantage one party).

Mother and Child Scheme: A proposed healthcare plan to give free medical care to mothers and children (but was opposed by the Catholic Church/IMO)
TWO terms explained $2 + 2 = 4M$

- (iii) Mark on SRS principle: [Max CM = 8M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor
TWO accounts to be written $(8 + 2) \times 2 = 20M$

- (a) Treat events prior to 1912 as "background", i.e. 1SRS max and events after 1914 as 1SRS max.
(b) Focus must be on "achievements". List of achievements = 1SRS
(c) Treat events prior to 1939 as "background". i.e. 1SRS max and after 1945 as 1SRS max.
Accept material relating to Northern Ireland as valid here.
(d) Treat events prior to 1959 as "background". i.e. 1SRS max and after 1966 as 1SRS max

6 D INTERNATIONAL RELATIONS IN THE 20th CENTURY (30 marks)

(i) Weak governments/ Extreme nationalism/ Fear of communism/
Dissatisfaction with the Versailles Settlement/Economic problems (Great
Depression)/ Support of big business/ Successful propaganda, etc.
Any **TWO** valid reasons 1 + 1 = 2M

(ii) Censorship of the media/ Provision of cheap radios/ Mass public rallies e.g.
Nuremburg/ Established a Ministry of Propaganda/ Developed a cult of
personality/ Used simple slogans and images repeated over and again in order
to win public support for the party/ Spent huge sums on newspapers, leaflets
and poster campaigns/ All books published had to be approved by the Ministry
of Propaganda/ Newsreels and films communicated what they wanted people
to know and believe etc.
Any **TWO** valid methods = 2+2; **One method and elaboration** = 2+2
2+2 + 4M

(iii) The United States was not a member/ It had no army to enforce its decisions/
Germany was not allowed to join until 1926/ The Soviet Union did not join
until 1934/ All decisions had to be unanimous/ The more powerful countries
ignored it whenever it suited them/ Relied on economic sanctions or boycotts/
Smaller states had no influence in its decision-making process etc.
Any **TWO** valid reasons. 2+2 = 4M

(iv) **The Phoney War:**(After the Nazi invasion of Poland), no major Allied/
German military operations took place (for eight months).

The Blitz: The (aerial) bombing of British cities (by Nazi Germany).
[Aerial attack"]

D-Day (June 1944): the day of the Normandy landings/ initiating the Western
Allied effort to liberate mainland Europe from Nazi occupation during World
War II.
Any **TWO** terms. 2+2 = 4M

(v) **Choice of one of three topics below**

Topic 1: The Rise of the Superpowers

(i) The USSR had the largest army in the world, a huge population, raw materials
and industrial resources/ The USSR gained a lot of territory around its borders/
The USA ended the war as the world's greatest economic power. Mainland
America had not been damaged/ The USA had the atomic bomb/ Decline of
the influence of European powers after the war etc.
Any **TWO** valid reasons = 2+2; **One reason and elaboration** = 2+2
2+2 + 4M

(ii) (a) Korean War: Treat material up to, and including, the division of Korea in
1945 as "background", i.e. 1SRS max.

(b) Cuban Missile Crisis: Treat material up to, and including, the Bay of Pigs Invasion in 1961 as “background”, i.e. 1SRS max

Consequences of the Crises = 1SRS max.

Mark on SRS principle: [Max CM = 10M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor
ONE account to be written (10 + 2) = 12M

Topic 2: European Unity

- (i) Common market would boost economic growth of European nations/ A desire to prevent another European war/ Individual European countries could not compete with the two superpowers, etc.
Any **TWO** valid reasons = 2+2; **One reason and elaboration** = 2+2
2+2 + 4M

- (ii) Note the date parameters-Treat all material prior to 1973 as “background”, i.e., 1SRS max.
Mark on SRS principle: [Max CM = 10M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor
(10 + 2) = 12M

Topic 3: African or Asian Nationalism

- (i) European countries gave in to vigorous independence campaigns in the former colonies/ It became easier to concede independence than to try to hold on/ The European countries had been weakened by war, etc.
Any **TWO** valid reasons 2+2 + 4M
- (ii) Note the date parameters-Treat all material prior to 1945 as “background”, i.e., 1SRS max.
Mark on SRS principle: [Max CM = 10M Max OM = 2M]
OM: 2M = very good / good; 1M = fair / poor; 0 mark = very poor
(10 + 2) = 12M