



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Junior Certificate 2013**

**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.



**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

# **JUNIOR CERTIFICATE 2013**

## **MARKING SCHEME**

### **HISTORY**

#### **HIGHER LEVEL**

# JUNIOR CERTIFICATE EXAMINATIONS, 2013

## 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 2013 Marking Scheme**

1. **PICTURES** (15 marks)

- (a) Picture A: *Archivists working with documents*
- (i) Archivists are wearing gloves/ Work surface is clean and tidy/  
Documents are stored in boxes/ Documents protected by folders/  
Stacked neatly.  
**ONE** piece of evidence 1M
- (ii) Manuscripts/ Diaries/ Newspapers/ Census records/ Business account  
books/ Maps, Photographs or pictures, etc.  
Any **TWO** valid types of primary source 1 + 1 = 2M
- (iii) Ordering events according to the date on which they happened/  
Timelines.  
'Study of dates' = 1M 2M
- (b) Picture B: *Duke of Urbino, Renaissance patron*
- (i) (Cosimo) de Medici/ (Lorenzo) de Medici/ (Ludovico) Sforza/ (Pope)  
Julius/ (Pope) Leo etc.  
Any **ONE** valid patron 1M
- (ii) Use of perspective/ Use of rich colours/ Lifelike detail such as flaws on  
skin and individual locks of hair/ Nature scene in the background, etc.  
Any **TWO** valid characteristics 1 + 1 = 2M
- (iii) High-quality material in his garments/ Well shaven and groomed/ His  
hat suggests a certain status/ He could afford to commission a picture  
of himself/ He towers over the landscape.  
**ONE** piece of evidence 2M
- (c) Picture C: *Seán Keating's "Men of the South"*
- (i) No regular uniforms/ Random weapons/ Grouped in a natural and not  
military manner, etc  
Any **ONE** valid piece of evidence 1M
- (ii) Black and Tans/ Auxiliaries/ Reprisals, etc.  
Any **TWO** valid measures taken to defeat the IRA 1 + 1 = 2M
- (iii) Ireland would be called the Irish Free State/ The Free State would be  
part of the British Commonwealth/ Governor-General (would represent  
the Crown in Ireland)/ (Members of the Dáil and Seanad would have to  
take an) oath of allegiance (to the Crown)/ (Britain would retain use of  
the) 'Treaty Ports'/ Boundary Commission (to decide the border), etc.  
Any **TWO** valid terms of the Treaty 1 + 1 = 2M

2. **DOCUMENTS** (15 marks)

(a) ***Description of an auto-da-fé.***

- (i) Twenty. 1M
- (ii) Long imprisonment/ Had to wear a yellow cap/ Whipped/ Sent to the galleys.  
**ONE** punishment 1M
- (iii) They tried to persuade the condemned prisoners to accept the teachings of the Pope. 1M
- (iv) He refers to their bravery/ He describes what was done to the prisoners as a “barbarity”/ He mentions their ‘horrid deaths’/ He writes that many who were present felt “pity” for the prisoners/ He describes them as ‘heroic souls’/ He writes of fifty Jews “never before imprisoned” meaning they had been otherwise law-abiding and therefore deserved sympathy/ He admires the acceptance with which they “yielded to their fate”  
**TWO** pieces of evidence 1 + 1 = 2M
- (v) Spain/ Italy/ Portugal. 1 + 1 = 2M

(b) ***Jack Lynch’s speech: “The Irish government can no longer stand by”.***

- (i) Northern Ireland/ Derry. 1M
- (ii) It had given way to sectarianism and/or prejudice. 1M
- (iii) Because Stormont government is no longer in control of the situation/ Innocent people might get injured or killed/ The RUC is not an impartial force/ Use of British troops would be unacceptable/ British troops would be unlikely to restore peace.  
**TWO** of the reasons put forward by Lynch 1 + 1 = 2M
- (iv) To apply to UN to send a peace-keeping force (to Northern Ireland)/ To ensure that police attacks on the people of Derry cease immediately.  
**TWO** requests Lynch put to the British 1 + 1 = 2M
- (v) (Northern Ireland) Civil Rights Association/ NICRA 2M

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

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

- (i) Spade/ Trowel/ Sieve, etc.  
Any **TWO** instruments used in excavation of site. 1 + 1 = 2M  
'Mechanical digger' is acceptable only if it is linked to the removal of topsoil.
- (ii) Court cairn or Court/ Portal or Dolmen or Portal Dolmen/ Passage.  
**TWO** types of neolithic tomb 1 + 1 = 2M
- (iii) *Ogham*: A form of writing/ An alphabet/ Parallel strokes on either side or  
across a line/ Text carved in stone  
*Fulachta Fiadh*: A cooking site/ Method of cooking.  
*Crannóg*: Man-made island/ Lake dwelling.  
**TWO** terms explained 1 + 1 = 2M
- (iv) Castles/ New towns/ New surnames/ Intermarriage with Irish/ Feudal system/  
New methods of warfare/ Dioceses and parishes/ Introduced English or French  
language, etc.  
Any **TWO** valid effects 1 + 1 = 2M
- (v) Note 'functions'! To set standards/ To regulate business/ To set tests for  
tradesmen/ To look after old or sick tradesmen, etc.  
Any **TWO** valid functions 1 + 1 = 2M
- (vi) To distribute alms/ To give money or food to the poor 2M
- (vii) Increased quantity of books available/ Increased variety of books available/  
Books became cheaper / Helped standardisation or spread of vernacular  
languages/ Helped scholarship or education, etc.  
Any **TWO** valid effects of the printing press 1 + 1 = 2M
- (viii) Boccaccio (e.g. *The Decameron*) / Cervantes (e.g. *Don Quixote*)  
More (e.g. *Utopia*) / Erasmus (e.g. *Praise of Folly*) / Shakespeare (e.g. *Hamlet*,  
*King Lear*), etc.  
Any **ONE** Renaissance writer & the work must be that of the **named** writer  
Name of work alone = 0 mark. **Writer = 1M** **Work = 1M** 1 + 1 = 2M
- (ix) The causes must be valid for the country chosen.  
An event may be a valid cause, eg, 'Boston Massacre' and 'Boston Tea Party'  
are acceptable as causes of the American Revolution.  
The country must be named or implied  
Any **TWO** valid causes 1 + 1 = 2M
- (x) The United Irishmen were inspired by the ideas of the French Revolution/  
France sent troops to Ireland, etc.  
Any **ONE** way in which Ireland was affected by the French Revolution 2M

- (xi) Overcrowding/ Lack of clean water supply/ Lack of safe sewage systems/  
Unhealthy or dangerous working conditions in factories or mines, etc  
Both living conditions **and** working conditions are acceptable.  
Any **TWO** problems faced by English town-dwellers in early 19<sup>th</sup> century  
1 + 1 = 2M
- (xii) Families were broken up in the workhouse/ The prevalence of diseases meant  
they might not expect to survive their stay/ If they occupied more than a  
quarter-acre of land they had to give this up, etc.  
Any **ONE** valid reason 2M
- (xiii) Collapse of share prices (on the New York Stock Exchange).  
Consequences alone, eg, Depression, businesses failing, banks closing,  
massive unemployment, etc. = 1M 2M
- (xiv) Established An Garda Síochána/ Army/ Law courts/ Put down the Army  
Mutiny/ Public Safety Acts/ Electoral Amendment Act/ Intoxicating Liquor  
Act/ Executions.  
**TWO** actions to establish law and order 1 + 1 = 2M
- (xv) (Benito) Mussolini. 2M
- (xvi) Synagogues were attacked (by Nazis)/ Jewish businesses were destroyed/ A  
number of Jews were murdered.  
'Jews were attacked' = 1M 2M
- (xvii) Farmers were compelled to grow crops (on a certain portion of their land) 2M
- (xviii) *Iron curtain*: A term used to describe the spread of Communism in Eastern  
Europe at the end of WW2/ The dividing line between the USSR and its allies  
and the countries of western Europe.  
*Treaty of Rome*: Treaty which set up the EEC/ An agreement by (6) countries  
for the free movement of people, goods and services between them.  
*Imperialism*: The building up of empires/ European states taking over large  
parts of the world.  
**ONE** term explained 2M
- (xix) That post-war Germany would be divided into four zones/ That the countries  
liberated from German control would be allowed elect their own governments/  
That the Soviet Union would enter the war against Japan three months after  
the defeat of Germany, etc.  
Any **ONE** valid decision 2M
- (xx)) Eoin O'Duffy/ WT Cosgrave/ Richard Mulcahy/ James Dillon/ Liam  
Cosgrave/ Garret FitzGerald/ John Bruton/ Alan Dukes/ Michael Noonan/  
Enda Kenny.  
**TWO** Fine Gael 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) A monk in an early Christian monastery in Ireland.**

Do not credit material that relates exclusively to the medieval monastery.

Correctly identifying one of the early Irish monasteries, eg,

*I am a monk in Glendalough* = 1 SRS

AND

*There were also early Irish monasteries in Clonmacnoise, Kells and Skellig Michael* = 1 SRS.

Communal prayers = 1 SRS max.

Round towers = 2 SRSs max.

Scriptorium = 2 SRSs max.

Two unexplained monastery features = 1 SRS.

**A (ii) The lord or lady of a medieval castle.**

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

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

Prior to becoming a lord = 1 SRS max.

Weapons + Explanations = 1 SRS max.

Castle only = 10+1 max.

A (iii) A **named religious reformer at the time of the Reformation.**

A specific reformer (eg: Luther, Calvin, Henry VIII) must be named or implied, but no marks are awarded for the reformer's name.

If the name of the reformer is not mentioned, or is incorrect, but the material relates to a specific reformer, max. OM = 3.

In the case of Luther, treat all material up to and including his ordination as 'background', ie, 1 SRS max.

In the case of Calvin, treat all material up to and including his conversion to Luther's teaching as 'background', ie, 1 SRS max.

'Abuses', stated or explained, = 1 SRS max.

A belief/teaching explained = 1 SRS.

A belief coupled with the relevant Catholic teaching = 1 SRS.

2 merely stated beliefs/teachings = 1 SRS.

Teachings/beliefs = 3 SRSs max.

## Section B

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

B (i) A **named leader on a voyage during the Age of Exploration.**

A specific person (eg: da Gama, Columbus, Magellan) must be named or implied, but no marks are awarded for naming the leader of the voyage.

If the name of the leader is not mentioned, or is incorrect, but the material relates to a specific leader, max. OM = 3.

Cortez is acceptable – up to the burning of his ships; material on his conquest of the Aztecs is treated as 'consequences', ie, 2 SRSs max.

If the leader is neither named nor clearly implied from the account [ie, voyages in general], award a maximum of 1 OM.

Navigation equipment = 1 SRS max.

Consequences, including any later voyages, = 2 SRSs max.

NB: 'Named leader on a voyage'; the question is not about the leader's life or career.

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**B (ii) A farm labourer during the Agricultural Revolution.**

Reward factual material relating to the Agricultural Revolution.

Material on farming before the Agricultural Revolution = 1 SRS max.

Material on life having left the land for the town = 1 SRS max.

**B (iii) A newspaper reporter describing a Cold War crisis:**

In each case, consequences = 1SRS max.

Berlin Blockade: Treat all material up to, and including, the dividing of Berlin into 4 zones in 1945 as 'background', ie, 1 SRS max.

Korean War: Treat all material up to, and including, the division of Korea in 1945 as 'background', ie, 1 SRS max.

Cuban Missile Crisis: Treat all material up to, and including, the Bay of Pigs Invasion in 1961 as 'background', ie, 1 SRS max.

**OR**

**A historian describing the main events in the movement towards European unity, 1945-1992**

Treat all pre-1945 material as 'background', ie, 1 SRS max.

Treat all post-1992 material as 1 SRS max.

**OR**

**A supporter of an independence movement in a named African or Asian country after 1945**

Treat all material up to, and including, 1945, as 'background', ie, 1 SRS max.

Note: Most of Gandhi's career was pre-1945, ie, 1 SRS max.

**5. PLANTATIONS IN IRELAND (30 marks)**

**A. Source D**

- A (i) Area around Dublin under direct English rule/ Area around Dublin where English Laws and customs were to be found.  
Geographical area = 1M; 'Area under direct English control'/ 'Area where English laws and customs were practiced' = 1M. 2M
- A (ii) Offaly & Laois: Mary (Tudor) **OR** Munster: Elizabeth (I) **OR** Ulster: James (I)  
The plantation must be that carried out by the **named** ruler.  
Merely naming a ruler who carried out a plantation = 0 mark. 2M
- A (iii) To stop attacks on the Pale/ To keep Ireland under control/ To pay soldiers or servants of the crown/ To spread Protestantism/ To prevent Ireland being used as a base from which to attack England.  
**TWO** valid reasons for English plantation policy 2 + 2 = 4M

**B. Sources E and F**

- B (i) Build a stone house (1M) with a strong court or a bawn about it. (1M). 1 + 1 = 2M
- B (ii) A walled enclosure.  
'Enclosure' = 1M 2M
- B (iii) To defend the planters against attacks from the native Irish. 2M  
'Defence against attacks' = 1M.

- C.** The answers must be on the **effects** of the **named** plantation with a max. of four effects for each heading.  
Short-term and long-term effects are acceptable.  
The effects may have been felt during the process of plantation itself, so that answers need not necessarily be confined to subsequent events.  
If the candidate does not name a plantation directly or indirectly, award a maximum of 4 Marks to each part answered.  
(a) 'Ireland controlled by a new Protestant Ascendancy' may be accepted as an 'effect' of the Cromwellian Plantation only.  
(b) 'The introduction of the Penal Laws' may be accepted as an 'effect' of the Cromwellian Plantation only.

**In the case of the Ulster Plantation, information on each of the following 'effects', clearly stated [and developed] = 2 Marks max.:**

- (a) The Gaelic chieftains who controlled Ulster had left [Flight of the Earls] and they were now replaced by people of English or Scottish birth, who ruled on which planters behalf of the crown/ Recent conflict in Northern Ireland is a legacy of the Plantation/ The conditions under received land were more strictly enforced than in earlier plantations and this ensured that control of the planted areas remained in the hands of people who were loyal to the crown/ Judges and magistrates were appointed to enforce English law/ Towns received charters giving the citizens authority to impose various regulations on both residents and visitors, etc

- (b) Protestantism was introduced into Ulster as the English settlers were largely Anglican and those from Scotland were mainly Presbyterian/ Religious differences caused tension between the native population and the Protestant settlers/ Present-day sectarianism as a legacy/ While the settlers built new churches, they also took over existing Catholic churches/ Land was set aside in the plantation for the building of Royal Schools for the education of protestant children, etc.
- (c) The English language replaced the Irish language over much of the area planted/ English common law replaced Brehon Law as the law of Ulster/ Planters brought modern farming methods with them and the cattle rearing favoured by the Irish gave way to tillage farming/ Some of the Scottish settlers were skilled in textiles and the textile industry flourished in Ulster over the succeeding centuries/ New towns were built across Ulster, designed along the lines of English towns/ Towns received charters which allowed them to hold markets and fairs, etc.

**Apply the same principles to the marking of answers on the Laois-Offaly, Munster or Cromwellian Plantations.**

**TWO** accounts

8M X 2 = 16

**6 A ANCIENT CIVILISATION OUTSIDE OF IRELAND (30 marks)**

(i) Name of ruler/ leader of a **named** civilisation 2M

(ii) Any **TWO** valid primary sources related to the discovery of information on this civilisation.

‘Buildings’ = 0 Mark; Example(s) of buildings = 2M

‘Writings’ = 0 Mark; Example(s) = 2M

‘Coins’ = 2M; ‘Pottery’ = 2M

In the case of Rome, ‘Pompeii’ = 2M 2 + 2 = 4M

(iii) Any **TWO** valid achievements of this civilisation. 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

(b) As the question is on ‘burial customs’, names of Gods, temples, etc. not acceptable.

(c) Accept: Roles of father and mother; meals; education; servants and slaves; religious practices in the home; entertainment and pastimes in the home.

Clothes/Grooming = 1 SRS max.

Education = 1SRS max.

In the case of Rome, material on ‘circus maximus, colosseum, baths’ = 1 SRS.

**TWO** accounts to be written (8 + 2) x 2 = 20M

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

- (i) 1. minister      4. bar/ ban  
2. vote            5. equality  
3. status          6. president 1 x 6 = 6M

- (ii) Information can be easily accessed/ Ideas and messages can be spread very rapidly/ People can keep in contact through emails/ Social media, eg, Facebook, Twitter, etc./ People can carry out banking transactions without going to the bank, etc.  
Consequences may be negative as well as positive, eg, cyber-bullying.  
Any **TWO** valid consequences of internet 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

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

NB Candidates are required to **‘write about’** the changes; it is not enough to give one word or one term examples.

- (a) Motorways have been built (joining the major cities)/ Tolls have been introduced on a number of new roads/ Many towns and villages now by-passed/ Most families now own a car/ Traffic congestion has become a major problem in the cities/ New airports have been built/ Cheap flights make it easier for people to travel abroad, etc.  
A mere list of road improvements, eg, ‘roundabout, flyovers, tolls, motorways’ = 1 SRS.  
A mere list of changes relating to any particular mode of transport, eg, ‘Ryanair, regional airports, cheap flights’ = 1 SRS.  
Internal gadgetry of the car, e.g., ‘Sat nav, Bluetooth, etc.’ = 1SRS max.
- (b) Bungalows have replaced many farmhouses/ Running water now in all houses/ Various mod cons now found in every kitchen/ Most houses now have central heating/ Electricity was extended to houses in the countryside/ Blocks of apartments have been built in the cities and most towns/ Housing estates have grown up on the outskirts of almost every town, etc.
- (c) Shorter working day and longer holidays mean that people have more leisure time/ Improved wages allow people to spend more on leisure activities/ Cheap flights make it easier for people to holiday abroad/ RTE began broadcasting in 1961/ Television opened up the outside world to Irish viewers/ Videos and DVDs caused a major drop in cinema audiences/ More and more people are getting involved in different sporting activities in order to keep fit, etc.  
Treat ‘sport and leisure’ as one concept. (8 + 2) x 2 = 20M

**6 C POLITICAL DEVELOPMENTS IN 20<sup>th</sup> CENTURY IRELAND  
(30 marks)**

- (i) Spoke against Home Rule at Westminster/ Persuaded the House of Lords to postpone the 3<sup>rd</sup> Home Rule Bill/ Signed the Ulster Covenant/ Set up or joined or supported the UVF/ Landed arms at Larne/ Called on followers to fight in WW1/ Organised rallies and protest meetings/ Used postcards and posters/ The Curragh Mutiny .

**TWO** ways in which Unionists opposed Home Rule 2 + 2 = 4M

- (ii) **TWO** valid statements about the involvement of each of **THREE** persons with the Easter Rising.

‘Involvement with the Rising’ is not confined to Easter Week, eg,

‘James Connolly set up the Irish Citizen Army’ is acceptable.

(1+1) + (1+1) +(1+1) = 6M

- (iii) Mark on SRS principle: **[Max CM = 8M Max OM = 2M]**

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

- (a) Causes of the Civil War form an integral part of this topic and must not be treated as ‘background’.

Consequences of the Civil War = 1 SRS max.

- (b) One or more terms of the 1938 Anglo-Irish Agreement, clearly stated = 1 SRS max.

- (c) Biographical information on Noel Browne unconnected to the Mother and Child Scheme = 1SRS max.

**TWO** accounts to be written

(8 + 2) x 2 = 20M

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

- (i) Term of Treaty which compelled Germany to accept responsibility for World War I 2M
- (ii) *Night of the Long Knives*: The killing of leading members of the SA by Hitler/ Destruction of the SA/ The killing of hundreds of Hitler's opponents.  
*The Enabling Act*: Law that allowed Hitler to rule without a parliament/ It allowed Hitler to rule by decree/ It allowed Hitler to rule as a dictator.  
*The SS*: Hitler's personal bodyguard/ They ran the concentration camps/ Elite members of the German army/ Security Division/ The Gestapo/ Secret Police.  
*Nuremberg Laws*: Anti-Jewish racial laws/ Marriages between Germans and Jews were forbidden/ Jews were deprived of their German citizenship/ Jews were forced to wear the Star of David (as a symbol of their identity).  
**TWO** terms explained 2 + 2 = 4M
- (iii) Fear of another war/ Fear of Communism/ They felt that the Treaty of Versailles was too severe/ The cost of rearmament/ Lack of military preparation/ Countries not prepared to act on their own.  
**TWO** reasons for appeasement 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  
In each case, consequences = 1 SRS max.
- (a) Treat events up to, and including, Dunkirk as 'background', ie, 1 SRS max.  
Hitler switching to bombing British cities = 1 SRS max. But details of 'The Blitz' = 0 mark.
- (b) Treat details of the war to June 1941 as 'background', ie, 1 SRS max. but Hitler's reasons for, and preparations for, the invasion of Russia are an integral part of the topic.  
All material relating to the German Russian campaign is valid.
- (c) Treat details of war up to 6 June 1944 as 'background', ie, 1 SRS max. but preparations for the Normandy landings are an integral part of the topic.  
All material after the 'break-out- from Normandy = 1 SRS max.  
**TWO** accounts to be written (8 + 2) x 2 = 20M

