



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2013

Marking Scheme

History

Ordinary 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

LEAVING CERTIFICATE 2013

MARKING SCHEME

HISTORY LATER MODERN

ORDINARY LEVEL

RESEARCH STUDY REPORT (RSR)
(100 marks)

TITLE OF THE STUDY (no marks)

No marks are allowed for the title, but it will be necessary to take account of the title in order to judge 'relevance of the sources to the subject' in *Evaluation of the Sources*.

OUTLINE PLAN (15 marks)

Citation of the sources = 6 marks

Other elements = 9 marks

Citation of sources

Two sources are asked for.

Full and accurate citation of one source = 3 marks

3 marks x 2 = 6 marks for two sources

Title = 1 mark

Author = 1 mark

One further piece of validating information (eg: publisher, date of publication, website address, etc) = 1 mark

Define and justify the proposed subject of study, identifying the aims and intended approach.

Does the candidate set out clearly what it is he/she proposes to study and why? Does the candidate set out his/her aims and how he/she hopes to achieve those?

Taking the answer as a whole, to what extent does the candidate succeed in doing this clearly and coherently?

very good = 8-9 marks

good = 6-7 marks

fair = 3-5 marks

weak = 0-2 marks

EVALUATION OF THE SOURCES (25 marks)

Comment on strengths or weaknesses of sources and indicate relevance of sources to the subject.

To what extent does the candidate succeed in doing this clearly and coherently?

Reference to BOTH sources

very good = 21-25 marks
good = 15-20 marks
fair = 8-14 marks
weak = 0-7 marks

Reference to only ONE source

very good = 14-17 marks
good = 10-13 marks
fair = 5-9 marks
weak = 0-4 marks

EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

The review of the research process may be integral to the essay or presented as a separate element.

The historical essay should be assessed as a unit and a mark out of 50 awarded as follows:

| | |
|--|---|
| <i>Historical knowledge– 25 marks</i> Thorough, accurate and relevant to the title | <i>Very good:</i> 21-25 <i>Good:</i> 15-20 <i>Fair:</i> 8-14 <i>Weak:</i> 0-7 |
| <i>Research skills – 15 marks</i> Study chosen is one of historical significance (not obscure or trivial) Fair and balanced treatment of issues. Shows appropriate depth of investigation | <i>Excellent:</i> 13-15 <i>Very good:</i> 10-12 <i>Good:</i> 7-9 <i>Fair:</i> 4-6 <i>Weak:</i> 0-3 |
| <i>Presentation – 10 marks</i> Structure Appropriate length | <i>Very good:</i> 8-10 <i>Good:</i> 6-7 <i>Fair:</i> 4-5 <i>Weak:</i> 0-3 |

Review of the research process (10 marks)

This may be a stand-alone section or it may be integral to the essay.
Here the examiner should assess the account of the research process in its totality.
Having considered the review, the examiner should award marks as follows:

Very good: 8-10

Good: 6-7

Fair: 4-5

Weak: 0-3

| |
|--|
| <i>Section 1: DOCUMENTS-BASED QUESTION (DBQ)</i> <i>(100 marks)</i> |
|--|

There are four parts in the Documents-based question:

1. Comprehension (40 marks)
2. Comparison (20 marks)
3. Criticism (20 marks)
4. Contextualisation (20 marks)

1. Comprehension (40 marks)

- | | | |
|-----|------------|----|
| (a) | 13,600,000 | 8M |
| (b) | 25,000 | 8M |
| (c) | 400 | 8M |
| (d) | Kasavubu | 8M |
| (e) | 1964 | 8M |

Max = 40M

2. Comparison (20 marks)

- (a) Document A and Document B agree that Congolese are disunited = 2M

Document A states that in 1960 some of the 200 tribes were “still warring”. = 4M

Document B states: The peace which followed the elections of May 1960 was shattered by “tribal differences”. OR The government was challenged by a “separatist movement “ in Katanga. OR The Congo then moved into “full-scale civil war”. = 4M

Mark quality of explanation on its merits.

To apply the principle of marking by Core Statement, examiners will proceed as follows:

- Having read the answer, it should be broken up into Core Statements, with a tick (√) put at the end of each completed Core Statement
- Each completed Core Statement is awarded 5 marks
- An incomplete Core Statement at the end of an answer may merit 1-4 marks

Here, in question 4 of the Documents-based Question, the examiner will be looking to award 5 marks each to four Core Statements for the full 20 marks allocation.

Section 2: IRELAND (200 marks)
and
Section 3: EUROPE AND THE WIDER WORLD (100 marks)

Candidates must answer on **two** Topics from Section 2 and on **one** Topic from Section 3.

Each Topic is divided into three parts:

- A. A stimulus-driven unit with 4/5 short questions to be attempted (maximum: 30 marks)
- B. A short paragraph to be written in response to one of four headings (maximum: 30 marks)
- C. A longer paragraph to be written in answer to one of four questions (maximum: 40 marks)

The marking of parts A, B and C will proceed as follows:

- A. Typically the marks will be awarded as 6 marks per question, with 6 marks x 5 giving the maximum 30 marks. See ***Notes on individual topics*** below for variations to that practice.
- B. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 20 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.
- C. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 30 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.

Cumulative Mark (CM)

This is the total mark awarded for Core Statements, subject to a maximum of 20 marks in part B and a maximum of 30 marks in part C.

Overall Evaluation (OE)

In awarding OE, the examiner will consider how well the answer responds to the heading or addresses the set question. The following grading table will apply:

Excellent: 9-10 marks

Very good: 7-8 marks

Good: 5-6 marks

Fair: 3-4 marks

Poor: 0-2 marks

In awarding both CM and OE, the examiner will approach the material with an open mind as to the range of valid answers which may be expected of a candidate at Ordinary Level and with an understanding of the scope of knowledge and historical skills which the syllabus demands.

Notes on individual topics
SECTION 2: IRELAND (200 marks)

Questions on two of the six topics to be answered.

Ireland: Topic 1

Ireland and the Union, 1815-1870

- A1. To spread religion/ To investigate the condition of the poor (6)
- A2. On foot (6)
- A3. Bearskin muff/ Rubber shoes/ Polka coat/ Bonnet. Any TWO (6)
- A4. Sang hymns/ Read Bible/ Distributed religious tracts. Any TWO (6)
- A5. ONE valid point about Trevelyan's attitude to the Famine. (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 2

Movements for political and social reform, 1870-1914

- A1. Next week/ Following week/ When strike pay would run out (6)
- A2. Looting (6)
- A3. DMP prevented looting (3) and the call-out of the military (3) (6)
- A4. Only two companies (Guinness and Tramways) are employers/ Less industry in Dublin (6)
- A5. ONE valid piece of evidence of WM Murphy's role in 1913. (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 3

Pursuit of sovereignty and impact of partition, 1912-1949

- A1. Neutrality (6)
- A2. He called for Ireland to join USA in opposing Hitler/ He called for and end to neutrality (6)
- A3. Fine Gael expelled Dillon (6)
- A4. Yes (6)
- A5. ONE valid way in which World War II affected Ireland (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 4
The Irish Diaspora, 1840-1966

- A1. A new life/ Better wages/ Better work standards
Any TWO @ 3M each (6)
- A2. Irish were not grateful because they felt that it was Britain's fault that
they had to emigrate in the first place (6)
- A3. To the home country (Ireland) or their fellow-Irish in Britain (6)
- A4. To reject the Irish/ To treat the Irish as outcasts (6)
- A5. TWO valid countries: eg Canada, Australia (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 5
Politics and society in Northern Ireland, 1949-1993

- A1. The Apprentice Boys (6)
- A2. Because the ceremony to initiate him could only take place within the
city walls (6)
- A3. Minister for Commerce (6)
- A4. Prime Minister (6)
- A5. Any ONE valid reason (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 6
Government, economy and society in the Republic of Ireland, 1949-1989

- A1. In a slap-dash (3) meaningless (3) way (6)
- A2. Bulletins showed a lack of analysis or news creation/ Lack of
discipline, rehearsal and pride (6)
- A3. They largely ignored the provinces (6)
- A4. They dressed badly/ wore shaggy jackets/ kept their hands in their
pockets/ did not speak clearly. Any TWO @ 3M each (6)
- A5. ONE valid point about Breandán Ó hEithir's contribution. (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

SECTION 3: EUROPE AND THE WIDER WORLD (100 marks)

Questions on one of the five topics to be answered.

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

- A1. The existence of any “Metternich system” (6)
A2. He could threaten some Italian states because of his country’s presence in Lombardy and Venetia (6)
A3. He could use his influence through the parliament of the German Confederation (6)
A4. The “Congress System” (6)
A5. Any ONE valid point about the end of the “Metternich system” (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

- A1. 12 miles per hour (6)
A2. An internal combustion engine/ Twin-cylinder engine/ Six horse-power engine (6)
A3. Because it gives chance to enjoy the fresh air or the scenic views (6)
A4. To the nobility and gentry (6)
A5. Any ONE valid point about Karl Benz and the early motor cars. (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 3

Dictatorship and democracy in Europe, 1920-1945

- A1. (The first) show trial (6)
A2. Foreign journalists (3M) and diplomats (3M) (6)
A3. Armed with bayonets (3M) They guarded the defendants (3M) (6)
A4. No (3M) Any ONE valid explanation (3M) (6)
A5. Any ONE valid reason why Stalin set up show trials. (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 4
Division and realignment in Europe, 1945-1992

- A1. Chairman of the Council of Ministers (of the Hungarian People's Republic) (6)
- A2. The Soviet troops' attack on Budapest/ the capital city (6)
- A3. That Hungarian troops are fighting (3M) The government remains in place (3M) (6)
- A4. He spoke on radio (to inform Hungary and the world)/ He gave reassurance to the people (6)
- A5. Any ONE valid point about the end of Nagy's career (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 6
The United States and the world, 1945-1989

- A1. Vietnam (3M) 1965 (3M) (6)
- A2. Machine gun/ Surface-to-air missiles (6)
- A3. Drastic/ Fatal/ "a dying pilot" (6)
- A4. Positive: Praises the "brave crew" of the helicopter
Negative: Suggests that helicopters are "vulnerable" and losing a "deadly fight" (6)
- A5. Any ONE valid reason why the US left Vietnam (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

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LEAVING CERTIFICATE 2013

MARKING SCHEME

HISTORY EARLY MODERN

ORDINARY LEVEL

RESEARCH STUDY REPORT (RSR)
(100 marks)

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| Presentation – 10 marks Structure Appropriate length | Very good: 8-10 Good: 6-7 Fair: 4-5 Weak: 0-3 |

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Section 1: DOCUMENTS-BASED QUESTION (DBQ)
(100 marks)

There are four parts in the Documents-based question:

1. Comprehension (40 marks)
2. Comparison (20 marks)
3. Criticism (20 marks)
4. Contextualisation (20 marks)

1. Comprehension (40 marks)

- | | |
|-------------------------------|-----|
| (a) The chart of the universe | 10M |
| (b) The Governor | 10M |
| (c) Four | 10M |
| (d) A magistrate | 10M |

Max = 40M

2. Comparison (20 marks)

- (a) Document A or B or both

Document A states that the learned Chinese wished to have a Chinese version of Ricci's chart and when it was done it became very popular.

Document B states that Ricci was admired by the Chinese lettered class. The Chinese version of Ricci's Christian doctrine book became very popular with one magistrate visiting Ricci to compliment him.

Each document to be marked on a sliding scale out of 5:

Excellent = 5 mks Very good = 4 mks Good = 3 mks
Fair = 2 mks Weak = 0-1 mks

Reference to both documents = 5M + 5M

Max = 10M

(b) Document A or B or both

Document A states that the Chinese version of Ricci's chart found its way into the courts of the Governor and Viceroy and even, at his own request, into the palace of the King.

Document B states that one of the highest-ranking magistrates in China admired Ricci's Christian doctrine book so much that he came to the mission house to compliment him.

Expect and allow overlap with answer to 2(a).

Each document to be marked on a sliding scale out of 5:

Excellent = 5 mks Very good = 4 mks Good = 3 mks
Fair = 2 mks Weak = 0-1 mks

Reference to both documents = 5M + 5M

Max = 10M

3. Criticism (20 marks)

(a) Document A contains first-hand evidence of one of the methods used by Ricci to spread Christian teaching. Producing a Chinese version of the chart of the universe gave him the chance to add in extra notes about the sacred mysteries of the Christian faith and when the chart was reprinted and shown in Chinese courts and palaces, so the message spread.

Mark quality of explanation on its merits.

Explanation be marked on a sliding scale out of 5:

Excellent = 5 mks Very good = 4 mks Good = 3 mks
Fair = 2 mks Weak = 0-1 mks

Max = 10M

(b) Points of evidence about the attitude of the Royal Court towards Jesuits.

One of the highest-ranking magistrates of the Royal Court was so impressed by Ricci's book that he came to visit the Jesuits.

The magistrate apologised to Ricci for having been indifferent to him in the past and promised him his friendship in the future.

The magistrate thought the writer of the book must be a holy man and that holy men such as the Jesuits were not a danger to public welfare.

Mark quality of explanation on its merits.

Each point to be marked on a sliding scale out of 5:

Excellent = 5 mks Very good = 4 mks Good = 3 mks
Fair = 2 mks Weak = 0-1 mks

Reference to each point = 5M + 5M

Max = 10M

4. Contextualisation (20 marks)

Mark by the principle of Core Statement.

Max = 20M

A **Core Statement** may be defined as one of the following:

- A significant factual statement which is relevant to the question asked
- A valid explanation, opinion or comment which is relevant to the question asked
- A significant introductory **OR** concluding statement which is relevant to the question asked

To apply the principle of marking by Core Statement, examiners will proceed as follows:

- Having read the answer, it should be broken up into Core Statements, with a tick (✓) put at the end of each completed Core Statement
- Each completed Core Statement is awarded 5 marks
- An incomplete Core Statement at the end of an answer may merit 1-4 marks

Here, in question 4 of the Documents-based Question, the examiner will be looking to award 5 marks each to four Core Statements for the full 20 marks allocation.

Section 2: IRELAND (200 marks)
and
Section 3: EUROPE AND THE WIDER WORLD (100 marks)

Candidates must answer on **two** Topics from Section 2 and on **one** Topic from Section 3.

Each Topic is divided into three parts:

- A A stimulus-driven unit with 4/5 short questions to be attempted (maximum: 30 marks)
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The marking of parts A, B and C will proceed as follows:

- A Typically the marks will be awarded as 6 marks per question, with 6 marks x 5 giving the maximum 30 marks. See ***Notes on individual topics*** below for variations to that practice.
- B This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 20 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.
- C This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 30 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.

Cumulative Mark (CM)

This is the total mark awarded for Core Statements, subject to a maximum of 20 marks in part B and a maximum of 30 marks in part C.

Overall Evaluation (OE)

In awarding OE, the examiner will consider how well the answer responds to the heading or addresses the set question. The following grading table will apply:

Excellent: 9-10 marks

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Fair: 3-4 marks

Poor: 0-2 marks

In awarding both CM and OE, the examiner will approach the material with an open mind as to the range of valid answers which may be expected of a candidate at Ordinary Level and with an understanding of the scope of knowledge and historical skills which the syllabus demands.

Notes on individual topics
SECTION 2: IRELAND (200 marks)

Questions on **two** of the six topics to be answered.

Ireland: Topic 1

Reform and Reformation in Tudor Ireland, 1494-1558

- A1. The great scholar or artist (6)
- A2. Enhanced reputation/ Immortal glory (for that person) (6)
- A3. Harmed reputation/ Feels like a death sentence (6)
- A4. Priests (3M) Poets (3M) (6)
- A5. Any ONE valid point about training of Bardic poets (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

- A1. Five (6)
- A2. A thousand (or more) (6)
- A3. Five (or less) (6)
- A4. Bibles (3M) Communion books (3M) (6)
- A5. ONE valid problem faced by those who tried to promote the Reformation (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 3

Kingdom and colony: The struggle for mastery in Ireland, 1603-1660

- A1. He proclaimed what lands were to be granted (to undertakers, servitors or native Irish) (6)
- A2. The natives (6)
- A3. A mix of English and Irish (6)
- A4. British undertakers (6)
- A5. ONE valid reason why Plantation was a success or a failure (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 4
Establishing a colonial ascendancy, 1660-1715

- A1. Talbots/ Wolverstons/ Barnewalls/ Cheevers/ Archibalds/ Fosters
Any THREE at 2M each (6)
- A2. Finglas was one of the most fashionable centres for gentry settlement (6)
- A3. Gentry (6)
- A4. Linen (6)
- A5. ONE valid poin about the Acts of Settlement and Explanation (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 5
Colony versus kingdom – tensions in mid-18th century Ireland, 1715-1770

- A1. More road building (6)
- A2. Capital borrowed on the security of the prospective income from tolls (6)
- A3. By a cess or tax levied by the Grand Jury on property occupiers (6)
- A4. They were almost as universally good as those around London (6)
- A5. ONE valid reason for an increase in smuggling (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 6
**The end of the Irish kingdom and the establishment
of the Union, 1770-1815**

- A1. (John) Foster (6)
- A2. Civilisation, wealth and manufactures (2M x 3) (6)
- A3. The present war (6)
- A4. The spirit, content and enterprise (2M x 3)/ A free Constitution (6)
- A5. ONE valid point about Irish representation to the House of Commons (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

SECTION 3: EUROPE AND THE WIDER WORLD (100 marks)

Questions on one of the five topics to be answered.

Europe and the wider world: Topic 1

Europe from Renaissance to Reformation, 1492-1567

- A1. Cardinal Rouen (6)
A2. Unsurpassable (6)
A3. Any TWO features from second paragraph of text @ 3M each (6)
A4. Final paragraph of text or words to that effect (6)
A5. Any ONE Renaissance artist other than Michelangelo (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 3

The eclipse of Old Europe, 1609-1660

- A1. He refused a present which they had sent him (6)
A2. Moluccas (6)
A3. Their source of mineral resources (6)
A4. Spain (6)
A5. Any ONE valid point about Dutch success (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 4

Europe in the age of Louis XIV, 1660-1715

- A1. The disorders of the minority had been staged there/ He believed it to be dangerous to live there (6)
A2. By holding court outside of Paris (6)
A3. His mistresses/ His affairs (6)
A4. Hunting (3) Building (3) (6)
A5. Any ONE valid reason (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 5
Establishing Empires, 1715-1775

- A1. Dressed in Indian costume (3) Painted his face in coal dust (3) (6)
A2. Hatchet (3) Club (3) (6)
A3. That is where the tea ships were/ He was following orders (6)
A4. Burst open tea chests/ Threw tea overboard/ Obeyed orders (6)
A5. Any ONE valid point about Washington (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 6
Empires in Revolution, 1775-1815

- A1. 6 September (6)
A2. An end to their hardship/ The hope of plunder/ Prospect of military distinction (6)
A3. At daybreak (6)
A4. Reminders of past victories/ Forecast of impending victory (6)
A5. No. ONE valid reason. (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

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