



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

**Leaving Certificate 2017**

**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 2017**

## **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



**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) | Neat and tidy.  | 8M |
| (b) | On every camp ground.                                       | 8M |
| (c) | Everyone must be in bed.                                    | 8M |
| (d) | Shaking hands with or talking to someone (Konstantin Hierl) | 8M |
| (e) | Swastika<br>Germanic cross = 4M                             | 8M |

Max = 40M

**2. Comparison (20 marks)**

- (a) Document A mentions some of the strict rules for the campsite: No smoking allowed in tents. No oil lamps, open fires or cooking in or near the tents. Nobody to leave site without permission. Report to doctor if feeling ill. Silence after bedtime at 10.30.

Document B shows an enormous crowd standing to attention in front of the platform of senior Nazis. There are groups lined out in orderly ranks and files and all wearing some form of uniform.

Mark quality of explanation on its merits.

Reference to both documents = 5M + 5M

Max = 10M

- (b) Document A states many of the rules for campers at the rally. This gives a better insight into how the rallies were organised and we can imagine from this what it would have been like to attend.

Document B shows the view of the rally from the main platform. It is a good photograph but it only captures one moment in time. The crowd looks impressive and Hitler must have been pleased, but we learn nothing of how the crowd assembled, what rules they followed or what speeches may have been made.

Mark quality of explanation on its merits. Both documents must be mentioned.

Reference to both documents = 5M + 5M

Max = 10M

3. **Criticism (20 marks)**

- (a) To keep people safe and/or to keep them under control.

Most of these rules relate to health and safety. They stress the need for cleanliness, the danger of fires and the possible spread of illness among a large crowd.

The other rules are about discipline. Needing a pass to leave the grounds and having to report on return are signs that the organisers were keen to keep the crowd under control.

Mark quality of explanation on its merits. 10M

- (b) Document B is a primary source because it is a photograph which was taken of Hitler, his senior officials and crowds from all over Germany at the actual Nuremberg Rally of 1937. Therefore, it is a first-hand piece of evidence from a particular event in history.

Mark quality of explanation on its merits. 10M

4. **Contextualisation (20 marks)**

Mark by the principle of Core Statement. Max = 20M

Note that the question is looking for **the purpose** of the Nuremberg Rallies.

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)
- 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. July 27 (6)  
A2. Cork and Dublin (6)  
A3. (Wide stretches of) rotting vegetation (6)  
A4. They wrung their hands (3M) and wailed (3M) (6)  
A5. ONE valid reason why Trevelyan criticised Irish landlords (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. To learn the result from the House of Commons/ To learn the result of the Home Rule (6)  
A2. That the (Home Rule) Bill had been defeated (6)  
A3. They cheered/ They slapped him on the back (6)  
A4. Sandy Row was ultra-Protestant/ He met scores of the same class of working men there (6)  
A5. ONE valid reason why most people in Belfast were opposed to Home Rule (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

#### *Ireland: Topic 3*

#### **The pursuit of sovereignty and the impact of partition, 1912-1949**

- A1. Irish was the national language (3M) and had equal status with English (3M) (6)  
A2. Eoin MacNeill (6)  
A3. The harp (6)  
A4. 2RN (6)  
A5. ONE valid reason why policy towards Irish 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*  
**The Irish Diaspora, 1840-1966**

- A1. He carried a bag of coal home to her (6)  
A2. Princess Maud (6)  
A3. To have a last look at Ireland/ the lights of Dún Laoghaire (6)  
A4. Dirty, ugly dirty station (3M)  
where everything looked foreign to him (3M) (6)  
A5. ONE valid reason why many Irish people sought work in England,  
1945-1966 (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. Closure of rail link to Donegal/ Closure of rail link to Dublin/  
Downgrading of rail link to Belfast Any TWO @ 3M each (6)  
A2. A new university was to be built in Coleraine (6)  
A3. Coleraine was a small neighbouring town (6)  
A4. Because Derry already had the historical building of Magee College/  
Because Derry was a city, not a small town (6)  
A5. ONE valid reason why Coleraine was recommended as the site for the  
new university (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. Irish application was blocked by France/ General de Gaulle (6)  
A2. British, Danish and Irish fish stocks (6)  
A3. Irish fish catches doubled (3M) and value increased by 90% (3M) (6)  
A4. Foreign Minister (6)  
A5. ONE valid way in which Ireland changed after joining EEC (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. 1815 (6)  
A2. To maintain the conservative order/ To keep the peace in Europe/ To preserve Austria's position as a great power (6)  
A3. Louis Philippe (6)  
A4. 1830 (6)  
A5. ONE valid reason why Germany's 1848 Revolution was a success or failure (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. There were no petrol stations in the early years (6)  
A2. There was no roof, door or windscreen Any TWO @ 3M each (6)  
A3. Road dust (6)  
A4. The candle or oil lamps were almost useless (6)  
A5. ONE inventor such as Daimler/ Benz/ Ford/ Maybach/ Marcus/ Olds (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. Her leadership style is wrong (6)  
A2. She bullies her weaker colleagues (6)  
A3. The result of her behaviour is an unhappy ship/ It adds to their fears and self-doubts (6)  
A4. She should lead by encouragement/ She should boost the confidence of her team/ She should say "We" and not "I" (6)  
A5. ONE important decision taken by Thatcher as PM (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*  
**European retreat from empire and the aftermath, 1945-1990**

- A1. A village (6)
  - A2. Local services (6)
  - A3. Communal farming/ modern farming methods (6)
  - A4. By calling the land 'our land'(3M) and the crop 'our crop' (3M) (6)
  - A5. ONE reason why the ujamaa 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

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

- A1. North Korean forces invaded South Korea/ The South Koreans turned to the US for help (6)
  - A2. He had been criticised by McCarthy (and Republican party) for 'losing China' to communism/ He could not 'lose' Korea as well as China to communism (6)
  - A3. UN gave permission for US to organise (3M) and coordinate (3M) military action (6)
  - A4. General McArthur (6)
  - A5. Any ONE country - except Korea – where US opposed communism: Vietnam, China, Cuba, Russia, etc (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks



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

# **LEAVING CERTIFICATE 2017**

## **MARKING SCHEME**

### **HISTORY** **EARLY 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:

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

**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) | On the steps of the cathedral   | 8M |
| (b) | For the sake of going to the Indies   | 8M |
| (c) | Gold  | 8M |
| (d) | Because all Spain is so expensive (and high-priced)/ People need great wealth to support themselves there | 8M |
| (e) | Carreno   | 8M |

Max = 40M

**2. Comparison (20 marks)**

- (a) Document A states that the Indies are full of ambushes and dense forests where soldiers could get lost or die. They could also die if they failed to swim a river or sank in a swamp. These dangers were a risk to their lives.  
Document B states the dangers of transatlantic trade to the Seville merchants is a great risk to their investment. If, for whatever reason, ships fail to arrive in Seville, then the losses for those merchants would be serious.

*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 says that as long as there is the prospect of gold, then the soldiers will faithfully serve the expedition leader. It is clear that the soldiers were greedy for gold because the writer says they will abandon or kill the leader if things don't go their way.  
Document B suggests that what the merchants of Seville wanted was transatlantic trade and the chance of huge profits. The fleet led by Carreno, already late but still expected, should revive business life in Seville again.

*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



**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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- 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.
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- 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*

**Reform and Reformation in Tudor Ireland, 1494-1558**

- A1. According to their age, genius and previous schooling (6)  
A2. On his own bed (6)  
A3. At a certain hour (or when lights were brought in) on the following night (6)  
A4. They received correction or approval/ They received a new subject for the following day/ They went to eat their meal (6)  
A5. ONE valid statement about the social position of bards and 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. Many men had fled the city (or moved to the country) because of the plague (6)  
A2. Because others with the plague kept it a secret (6)  
A3. Mr Mayor (6)  
A4. Eighty days in prison (while his house will be closed up) (6)  
A5. Sir Henry Sidney (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. Maguire (3M) and Mahon/ Donough (3M) (6)  
A2. Swilly/ Rathmullan (6)  
A3. O'Neill (3M) and O'Donnell (3M) (6)  
A4. Distinguished/ Of illustrious or noble families/ Renowned for great deeds or achievements/ Valour or prowess  
Any TWO @ 3M each (6)  
A5. ONE valid development in Ulster after 1607 (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. They said it was ‘simply a question of numbers’ as William had about double the amount of troops and even more so of artillery (6)  
A2. Half-trained and half-armed (6)  
A3. From King James himself (6)  
A4. 1,600 (6)  
A5. Treaty of Limerick (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-18<sup>th</sup> century Ireland, 1715-1770**

- A1. Arthur Young (6)  
A2. On straw (6)  
A3. ‘A Modest Proposal’ (6)  
A4. George Berkeley/ Protestant Bishop of Cloyne (6)  
A5. A landlord who rented out farm plots while living elsewhere (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. Belfast (3M) October 1791 (3M) (6)  
A2. Liberty, equality, fraternity All THREE @ 2M each (6)  
A3. Napper Tandy (6)  
A4. To seek military aid for a rebellion in Ireland (6)  
A5. TWO parts of Ireland such as Wexford, Antrim, Down (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 2*

**Europe from Renaissance to Reformation, 1492-1567**

- A1. Universal grief (6)
- A2. About a million in debt (6)
- A3. He was profoundly religious (6)
- A4. England/ France/ Flanders Any TWO @ 3M each (6)
- A5. ONE achievement of Philip II as king of Spain (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. Successful shipbuilding/ the fluyts (6)
- A2. Not to compete with rivals (3M) but to replace them (3M) (6)
- A3. They expelled the Portuguese (3M) and established a permanent headquarters on the Spice Islands (3M) (6)
- A4. New Rotterdam (6)
- A5. TWO countries which were rivals to Dutch trade @ 3M each (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. Professor Nicholas Orme (6)
- A2. Hardening/ Toughening/ Changing from excitement about profits to thoughts of brute exploitation (6)
- A3. They lent money at huge interest rates (3M) and used company resources for their own benefit (3M) (6)
- A4. Improved sanitation and hygiene (3M) as well as (improvements) in medicine (6)
- A5. ONE valid point about relations between the East India Company and the British government (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. Heavy goods (6)  
A2. The manual labourers who built canals (6)  
A3. Henry Berry (6)  
A4. The Worsley (to Manchester) Canal/ The Bridgewater Canal (6)  
A5. Any ONE valid reason why the age of canals was relatively short (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. He had serious doubts about (the success of) invading England (6)  
A2. It was not fully prepared (6)  
A3. To threaten British trade with India (6)  
A4. Commander-in-chief (6)  
A5. Any TWO countries invaded by Napoleon 3M + 3M (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

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