



Coimisiún na Scrúduithe Stáit

State Examinations Commission

Leaving Certificate 2012

Marking Scheme

History

Ordinary Level



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2012

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

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) Reading | 8M |
| (b) Wearing a loincloth/ wearing very little | 8M |
| (c) Gandhi said nothing to her | 8M |
| (d) To lead his people to freedom/ Indian independence | 8M |
| (e) By writing a book about it | 8M |

Max = 40M

2. Comparison (20 marks)

- (a) Document A and Document B agree = 2M

Document A shows him in his loincloth, sitting cross-legged, wearing spectacles and reading = 4M

Document B states all of these four points in words = 4M

Mark quality of explanation on its merits.

Reference to both documents = 4M + 4M

Max = 10M

(b) Gandhi does not enjoy a luxurious lifestyle = 2M

Document A shows his room to be without furniture or ornament/ He is dressed simply and is content

Document B describes him as a “little old man” and the writer seems surprised that such a simple man could now be so important in his country’s affairs

Mark quality of explanation on its merits. Allow overlap with answer to 2(a).

Two points to support answer = 4M + 4M Max = 10M

3. Criticism (20 marks)

(a) She supports Gandhi OR She does not support Gandhi

When she is shown in to Gandhi's room, she seems to be impressed by the simplicity of his lifestyle. This makes it sound like she approves of him.

She asks “could this be the man?” which makes her sound surprised that such a person “had kindled the imagination of the world”. This makes it sound like she admires him.

Mark quality of explanation on its merits.

Two points to support answer = 5M + 5M Max = 10M

(b) Candidate may answer: Document A; Document B; Neither Document.

Document A is a visual source and the advantage of that is that we can see for ourselves – we can look upon the scene as it actually was on the day. Here we can even begin to feel the atmosphere in the room.

Document B restates in words much of what can be seen in Document A. But it does go further, telling us that Gandhi was leading his country to freedom and had kindled the imagination of the world. Also she admits that photographs only snatch highlights and that maybe they do not probe deeper into the issues.

Both Document A and Document B have their merits as historical sources and it may be possible to argue that neither one is more useful to the historian than the other

Mark quality of explanation on its merits.

Reference to both documents = 5M + 5M Max = 10M

4. Contextualisation (20 marks)

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

NB: What are the reasons why Britain **partitioned** India in 1947? = Max 20M

What are the reasons why Britain **left** India in 1947? = Max 10M

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 (100 marks)

and

Section 3: EUROPE AND THE WIDER WORLD (200 marks)

Candidates must answer on **one** Topic from Section 2 and on **two** Topics 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 $6 \text{ marks} \times 5$ 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. Clergy (3M) Laity (3M) (6)
A2. Because all the hotels were already crowded (6)
A3. Private/ family houses ('Houses' only = 3M) (6)
A4. Business as usual OR Not business as usual = 3M
Any ONE valid reason for 3M: The shops and warehouses were closed/ The
hotels were all crowded (6)
A5. ONE valid explanation (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. The (First) Home Rule Bill (6)
A2. Members sat on the steps/ They sat on the arms of benches/ They sat on each
other's knees: Any TWO @ 3M each (6)
A3. Black (6)
A4. Yes = 3M. It says that they were there "by the dozen" = 3M (6)
A5. ONE valid piece of evidence: Many diplomats from other countries were
present/ Many Indian princes were present (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. 1932 = 3M Dublin = 3M (6)
A2. Benediction/ Mass (6)
A3. ONE valid piece of evidence: Because the people are lined out in a planned
fashion/ Empty spaces suggest that stewards kept the crowds in check/ There
are banners, flags, etc (6)
A4. Flags/ Banners/ Bunting (6)
A5. ONE valid way in which Congress was a success (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. | 1892 | (6) |
| A2. | 148 | (6) |
| A3. | 31 December | (6) |
| A4. | ONE valid reason: She didn't expect to be greeted personally by important people/ She didn't expect to be presented with a certificate and a gold coin | (6) |
| A5. | ONE valid country: 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. | Heath/ British Prime Minister (3M) | |
| | Lynch/ Irish Taoiseach (3M) | (6) |
| A2. | Credit for persuading Heath to adopt a major policy change | (6) |
| A3. | Internment/ Military suppression | (6) |
| A4. | He told him to find a political solution | (6) |
| A5. | 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. | The sacking of Haughey and Blaney | (6) |
| A2. | He was told to go to the <i>Irish Press</i> office/ to prepare a story | (6) |
| A3. | By 11 o'clock that morning | (6) |
| A4. | An attempt to bring guns into Northern Ireland (through Dublin Airport) ('To bring in guns' only = 3M) | (6) |
| A5. | ONE valid reason | (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. Von Eckstadt Vienna 1848 Any TWO @ 3M each (6)
 - A2. Any ONE valid point (6)
 - A3. Any ONE point from bulletpoint 2 (6)
 - A4. Bayonet attacks (6)
 - A5. Chancellor (3M) He had to resign (3M) (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. 7.30 (6)
 - A2. They clambered (3M) up from dugouts and ran (3M) to nearest shell holes (6)
 - A3. They pulled (3M) them out of the dugouts and placed (3M) in position (6)
 - A4. When the first line of British soldiers were within a few hundred yards (6)
 - A5. Any ONE battle from the Western Front; eg: Ypres, Verdun. (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 Nazi-Soviet Non-aggression Pact (6)
Marriage/agreement between Hitler and Stalin (3M only)
Marriage/wedding only = 0M
 - A2. Moscow (3M) August 1939 (3M) (6)
 - A3. Stalin (3M) and Hitler (3M) (6)
 - A4. Swastika OR the hammer and sickle (6)
 - A5. The invasion of the Soviet Union (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. The prisoners (3M) and the prison guards (3M) (6)
- A2. He was tall/dark/scowling/wolf-like Any TWO for 3M each (6)
- A3. For flogging prisoners (6)
- A4. To make up for the extra leap year days (6)
- A5. Because he disagreed with the Soviet system (6)
Solzhenitsyn = key personality Dissident writer = key concept

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. Because of the cunning of Senator McCarthy (in promoting the idea) (6)
- A2. Opinions of him differed from pure white to deepest black/ from hero to villain (6)
(‘Opinions of him differed’ only = 3M)
- A3. Writer says McCarthy was probably a rogue who wanted power
OR He was a cruel/ greedy/ lazy/ liar (6)
- A4. His aim was to become President (6)
- A5. During Cold War the Soviet Union was “officially” the enemy, which made it easier for McCarthy to promote the “red scare” (6)

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

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



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State Examinations Commission

LEAVING CERTIFICATE 2012

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
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Reference to only ONE source

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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

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) Because of civil war, haughty and harsh government, robberies and other disturbances committed by the Spaniards 8M
- (b) Their old privileges, customs and freedoms 8M
- (c) Duke of Alva 8M
- (d) A 10% tax on all sales 8M
- (e) Trade and manufacture 8M

Max = 40M

2. Comparison (20 marks)

- (a) Document A or B gives the more vivid account

Document A states that where Spanish soldiers mutinied, they threatened lords, captured many places, robbed them and burned them down

Document B gives the Duke of Alva as an example of Spanish misrule. He was notorious for harshness and cruelty. This document also gives us a short description of the sacking of Antwerp and its consequences.

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) The state of the Netherlands as set out in each document

Document A describes the Netherlands as being in great misery and distress because of Spanish misrule. It describes the damage done by mutinous Spanish soldiers. Trade and prosperity had been badly hit. It had got so bad that the people of the Netherlands were demanding a Spanish withdrawal and a return to their old privileges, customs and freedoms.

Document B states that the government, justice system and tax regime had been changed by the Duke of Alva and this threatened to ruin the country which depended on trade and manufacture. The city of Antwerp was greatly damaged.

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 is a primary source = 5M

It is an original document from the period called the Pacification of Ghent (8 Nov 1576) signed four days after the sack of Antwerp. It was actually drafted by the prelates, nobles, towns and states of the Netherlands.

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 of the importance of trade in Antwerp.

The prospect of a new sales tax was a threat to the economy of a country which depended on trade and manufacture for its prosperity.

The sack of Antwerp harmed the city's residents but was a disaster for trade as foreign-owned businesses in the city were forced to flee.

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 **one** Topic from Section 2 and on **two** Topics 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 $6 \text{ marks} \times 5$ 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
Reform and Reformation in Tudor Ireland, 1494-1558

- | | | |
|-----|---|-----|
| A1. | Any priest | (6) |
| A2. | Encouragement (2M) Instruction (2M) Threat (2M) | (6) |
| A3. | The just title of our most illustrious prince | (6) |
| A4. | By speaking ill of Browne's project | (6) |
| A5. | Supreme head on earth of the church in Ireland | (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. | The time of the Desmond Rebellion | (6) |
| A2. | Bishop of Cork and Cloyne/ The Pope's legate | (6) |
| A3. | Consecrating churches/ Ordaining priests/ Confirming children/ Deciding marriage cases Any TWO @ 3M each | (6) |
| A4. | He has drawn the whole country into disloyalty (3M) and breaking the laws (3M) | (6) |
| A5. | ONE valid reason why Magrath was controversial | (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. | Flanders | (6) |
| A2. | Irish soldiers (3M) and military supplies (3M) | (6) |
| A3. | August 1642 | (6) |
| A4. | Zeal for the House of God (3M) Weariness of the heavy yoke under which Ulster had laboured (3M) | (6) |
| A5. | Robert Monro | (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. Sarsfield's sudden conversion to support for the Treaty (6)
- A2. Colonels and captains (6)
- A3. Because they were running short of provisions (3M) with no prospect of fresh supplies until the Spring (3M) (6)
- A4. ONE valid reason: His authority/ patriotism/ personality (6)
- A5. ONE valid term of the 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-18th century Ireland, 1715-1770

- A1. Smaller in size (3M) and made from inferior metal (3M) (6)
- A2. Customs collectors/ Almost everybody else (6)
- A3. Parliament (6)
- A4. To have nothing to do with them (6)
- A5. ONE valid subject of Swift's pamphlets (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. French refugees (6)
- A2. Recent troubles (6)
- A3. Curfew at 9 pm (6)
- A4. Green (6)
- A5. ONE valid reason (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. By his own personal judgement (6)
 - A2. The faith of Christians (6)
 - A3. Stiff-necked/ Uncompromising/ Arrogant (6)
 - A4. Preach/ Lead men astray/ Incite rebellion Any TWO @ 3M each (6)
 - A5. Any ONE valid criticism of the Church by Luther (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. Flutes (6)
 - A2. Big vessels (3M) Could carry bulk cargo (3M) (6)
 - A3. Dutch sailors earned 10-12 livres while French earned 12-20 livres (6)
 - A4. Dutch were satisfied with simpler and cheaper food and drink (6)
 - A5. Any TWO other world powers from 17th century (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. He survived (6)
 - A2. They were driven to the edge by enemy attack (6)
 - A3. Trying to finish off any survivors (6)
 - A4. Men and horses falling on him/ Hotly-pursuing enemy/ Dead and injured horses/ Under fire from enemy soldier Any ONE (6)
 - A5. Any TWO valid aims from the war @ 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 5
Establishing Empires, 1715-1775

- A1. No (6)
- A2. Because there were not enough slaves/ Because there were too many poor-quality slaves (6)
- A3. £7,455 -12-0 (6)
- A4. Scabby ones/ Ones with sore eyes/ Weak children/ Young children (6)
- A5. Any ONE valid type of work done by slaves in America (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. By a fire-pump (6)
- A2. 12 feet high (2M) 20 feet wide (2M) Stirred by rakes (2M) (6)
- A3. Because it is so precisely constructed OR because there is so little friction in it (6)
- A4. No less than half a million (6)
- A5. Steam power or any variation of steam-driven machinery (6)

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

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

