



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2014

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 2014

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) Third class (Train ONLY = 4M) | 8M |
| (b) Hans Place (London ONLY = 4M) | 8M |
| (c) With Oriental rugs (Rugs ONLY = 4M) | 8M |
| (d) Preferred horseplay (to formalities) | 8M |
| (e) A secretary | 8M |

Max = 40M

2. Comparison (20 marks)

- (a) In Document A and Document B both occasions involved a meal = 2M

Document A states that “a delicious lunch was served”. = 4M

Document B states “when the feast was at its height” OR that there were “tangerine oranges, apples and nuts” on the table. = 4M

Mark quality of explanation on its merits.

Reference to both documents = 4M + 4M

Max = 10M

- (b) The journey in Document A took place before the entertainment in Document B = 2M

Document A describes part of the journey (the train from Holyhead) to London for the Irish delegation to the Treaty negotiations. Document B describes an incident (at an evening's entertainment) at Hans Place in London during the Treaty negotiations.

It stands to reason that their journey to London must have happened before they could be present at an incident in London!

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

One point from each document = 4M + 4M Max = 10M

3. Criticism (20 marks)

- (a) We know that it's a "special train" because the writer tells us that it was – twice! She says it was a train "such as would be reserved for royalty". She speaks of "luxuriously travelling" in a "spacious compartment" with impressive decoration, furniture and carpets.

Mark quality of explanation on its merits.

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

- (b) On the one hand Collins was "exuberant" as seen in the "horseplay" of throwing food and cushions. On the other hand he was religious as seen in his attendance at daily Mass.

Mark quality of explanation on its merits.

Two points to support answer = 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 (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 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 (100 marks)

Questions on **one** of the five topics to be answered.

Ireland: Topic 1

Ireland and the Union, 1815-1870

- A1. Kilmacthomas (6)
A2. They came to meet him with green boughs and shouts/He received a great reception (6)
A3. From the window of the inn (6)
A4. The town belonged to the Beresfords/ They were the landlords (6)
A5. Catholic Emancipation (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. Shop assistants (6)
A2. His pub was their headquarters/ He was one of their leading players (6)
A3. Drapers (6)
A4. Drapers' stores (3M) of Henry Street (3M) (6)
A5. ONE valid piece of evidence of Cusack's role in the GAA. (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. Because Liverpool was relatively close to Ireland/ Main port of departure (6)
A2. 300,000 (6)
A3. Less than half (Half ONLY = 3M) (6)
A4. Cork (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 5
Politics and society in Northern Ireland, 1949-1993

- A1. No bacon and egg in the shops/ No electricity to make a hot drink (6)
 - A2. No buses (6)
 - A3. No post (No buses = 0M) (6)
 - A4. They tried to run their cars on paint thinners (6)
 - A5. Faulkner resigned (as PM) (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. Efficient/ Hard-working/ Intelligent/ Shrewd TWO @ 3M each (6)
 - A2. Intelligent and shrewd/ Efficient and hard-working/ Engaging and friendly TWO @ 3M each (6)
 - A3. To get things done/ Pragmatism/ A means to an end (6)
 - A4. Because he is a gambler (6)
 - A5. ONE valid point about Lemass and relations with Northern Ireland (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 (200 marks)

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

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

- A1. Arrondissements (6)
- A2. Old quarters were knocked down/ cleared away (6)
- A3. Twenty (6)
- A4. (Eugene) Belgrand (6)
- A5. Any ONE building built as part of Haussmann's plan (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. Government/ Ministry of Munitions = 3M 1918 = 3M (6)
- A2. More aeroplanes (6)
- A3. Women (6)
- A4. Training/ Maintenance allowance/ Bonus pay TWO @ 3M each (6)
- A5. No (3M) Any ONE valid reason (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 3

Dictatorship and democracy in Europe, 1920-1945

- A1. 1929 (6)
- A2. In uniform (6)
- A3. Blackshirts/ Jackboots (6)
- A4. In the first car (6)
- A5. Wall Street Crash/ The Great Depression/ Collapse of US investment in European reconstruction (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. (Anthony) Eden (6)
A2. On condition that she would meet them in their business suits (3M)
On condition that they wouldn't have to dress up (in tails and top hats)
(3M) (6)
A3. She invited them to have tea with her/ She gave them a guided tour of
the palace Any ONE (6)
A4. The Tu-104 was one of the first jet passenger planes in the world
(Plane ONLY = 3M) (6)
A5. Any ONE valid point to explain de-Stalinisation (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. French settlers (6)
A2. Ben Bella (6)
A3. Because it would anger the million French settlers (*colons*) in Algeria
(and their supporters in France) (6)
A4. That a military victory was unattainable (6)
A5. Indo-China/ Vietnam (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. Advice as to how to survive a missile strike (6)
A2. No (3M) ONE valid explanation (3M) (6)
A3. Bottled water (3M) and tinned food (3M) (6)
A4. Her father's death/ Talk of radiation sickness/ Sense of impending
doom/ Concern about missile strikes TWO @ 3M each (6)
A5. Any ONE valid point about how the Cuban Missile Crisis came to an
end (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 2014

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

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Citation of sources

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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	<i>very good</i> = 21-25 marks
	<i>good</i> = 15-20 marks
	<i>fair</i> = 8-14 marks
	<i>weak</i> = 0-7 marks

Reference to only ONE source	<i>very good</i> = 14-17 marks
	<i>good</i> = 10-13 marks
	<i>fair</i> = 5-9 marks
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EXTENDED ESSAY (60 marks)

Historical essay = 50 marks Review of research process = 10 marks

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<p><i>Historical knowledge – 25 marks</i> Thorough, accurate and relevant to the title</p>	<p><i>Very good:</i> 21-25 <i>Good:</i> 15-20 <i>Fair:</i> 8-14 <i>Weak:</i> 0-7</p>
<p><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</p>	<p><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</p>
<p><i>Presentation – 10 marks</i> Structure Appropriate length</p>	<p><i>Very good:</i> 8-10 <i>Good:</i> 6-7 <i>Fair:</i> 4-5 <i>Weak:</i> 0-3</p>

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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) Meiler Magrath 5M
- (b) Shane O'Neill 5M
- (c) He has obtained copies of the confiscated papal letters (confirming the appointment of Richard Creagh as Archbishop of Armagh) 10M
- (d) He is a fit person to return to that realm (Ireland) to be appointed to some sort of ministry 10M
- (e) To appoint some bishops or other learned men to speak with Magrath and that he be treated with more favour because of his conformity 10M
Max = 40M

2. Comparison (20 marks)

- (a) Documents A and B agree that Meiler Magrath is suitable to be a churchman.

Document A states that he had been considered worthy to be appointed bishop because of his virtues. He is a man of great energy and enthusiasm, care and diligence. The writer believes that he will be of great use to Archbishop Creagh in Armagh.

Document B states that the Bishop of London considers Magrath suitable for church appointment. The writer of the letter, Queen Elizabeth herself, agrees. She says that he shall be found right and serviceable for the church in Ireland.

Because he has turned his back on Rome, others might now follow his example.

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 gives greater praise to Meiler Magrath

Document A stresses many of Magrath's good qualities. He made exceptional efforts to obtain copies of the confiscated papal letter and he succeeded where the proctor of the Jesuit order in Rome had failed. This greatly impressed the writer, himself a Jesuit based in Rome. Magrath is described as a man of great 'energy and enthusiasm' who works with 'care and diligence'.

Document B does not actually praise Magrath for any particular qualities. The Queen acknowledges that he has turned his back on Rome and that the Bishop of London deems him fit for church appointment in Ireland. She says that he will be 'right and serviceable' as an Irish bishop, but it could not be described as a glowing reference.

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 tells us that through his 'exceptional efforts' Magrath convinced the Pope to give him fresh copies of the letters appointing Creagh as Archbishop of Armagh. The writer, who is described here as an important and influential Jesuit in Rome, is most impressed by this achievement. Also, Magrath would not have been appointed Catholic Bishop of Down and Connor unless he had the support of the Pope.

Mark quality of answer on its merits.

Answer to be marked on a sliding scale out of 10:

Excellent = 9-10 mks Very good = 7-8 mks Good = 5-6 mks
Fair = 3-4 mks Weak = 0-2 mks

Max = 10M

- (b) We know that he must have convinced people that he was loyal to the Queen because the Queen herself wrote this letter and it is clear from the letter that she now accepts him. She refers at the start to his previous loyalty to the Pope but, now that the Bishop of London and others have approved of him, she calls on Sidney to make arrangements for his return to Ireland. She believes that he will be found 'right and serviceable' for the Irish church and she hopes he may serve as a good example to others to leave the Catholic church.

Mark quality of answer on its merits.

Answer to be marked on a sliding scale out of 10:

Excellent = 9-10 mks

Very good = 7-8 mks

Good = 5-6 mks

Fair = 3-4 mks

Weak = 0-2 mks

Expect and allow overlap with elements of answer to question 2.

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
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- 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)
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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

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 (100 marks)

Questions on **one** of the five topics to be answered.

Ireland: Topic 1

Reform and Reformation in Tudor Ireland, 1494-1558

- A1. Reginald Pole (6)
A2. Tripoli (6)
A3. Knighthood (6)
A4. Mary Tudor becoming Queen (3M) and Reginald Pole becoming Archbishop of Canterbury and Cardinal Legate (3M) (6)
A5. Any TWO valid aims of the Geraldine League (3M x 2) (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. Silk (hat bands, lace and points) (6)
A2. Young Munster men mortgaged themselves to buy silk stockings OR they kept silk stockings locked in irons for fear they would be stolen (6)
A3. Red silk petticoat (3M) to be used as an antependium (3M) (6)
A4. Silk cloths OR velvets (6)
A5. Any ONE traded commodity (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. On the mountains (6)
A2. In small cabins (6)
A3. Too craggy/ Too stony/ Not enough deep earth (6)
A4. Corn (6)
A5. ONE valid reason why conditions among the peasantry varied (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. One sixth (6)
A2. Nantes, Bordeaux, Lisbon, Cadiz Any THREE @ 2M each (6)
A3. Lisbon (6)
A4. Cadiz (6)
A5. ONE valid reason for the expansion of the provisions trade (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. Half-mounted gentlemen (2M) Gentlemen every inch of them (2M)
Gentlemen to the backbone (2M) (6)
A2. 200 acres (6)
A3. Buckskin breeches (3M) and boots (3M) (6)
A4. Keeping the ground clear/ Keeping the crowd back (6)
A5. ONE valid cause of rural discontent (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 (200 marks)

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

Europe and the wider world: Topic 1

Europe from Renaissance to Reformation, 1492-1567

- A1. Francesco del Giocondo (6)
A2. With King Francis of France/ At Fontainebleau (6)
A3. Finely painted (3M) Rosy and delicate nostrils (3M) (6)
A4. To keep his subject amused (6)
A5. Revival or re-birth (3M) of art and literature (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

Religion and power: politics in the later 16th century, 1567-1609

- A1. (Father Matteo) Ricci (6)
A2. Geography (3M) and Astronomy (3M) (6)
A3. They were astounded/ It was beyond their imagining/ They admitted their ignorance had made them stubborn and proud/ It had opened their eyes (6)
A4. Opinions and Sentences (6)
A5. ONE valid point as a measure of the success of the mission (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. Its narrow intolerance (6)
A2. 'I no longer believe in the religion in which I was brought up'/ That she had lost her faith (6)
A3. His Catholicism (6)
A4. The bad weather (6)
A5. Any ONE valid point about Sweden's rising power (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 found you (Russia) with little strength and left you strong as a rock (6)
- A2. Shipbuilding (6)
- A3. His laws are the unbreakable chain repressing crime (6)
- A4. Ranks and titles/ Civil laws/ New social regulations/ New customs and rules Any TWO @ 3M each (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. Smallpox (6)
- A2. Ingrafting/ Inoculation (6)
- A3. Old women (3M) In September (3M) (6)
- A4. A vein is opened with a large needle (3M) A pinhead of smallpox matter is inserted (3M) (6)
- A5. Any ONE valid reason why there was so much disease (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 carriage (6)
- A2. To be bound (6)
- A3. Extremely rough/ Difficult to pass (6)
- A4. 'Pardon' (6)
- A5. ONE valid cause of the French Revolution (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

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