



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2015

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 2015

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	<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
	<i>weak</i> = 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:

<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>

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>
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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) To make room for their relations from Northern Ireland to stay 8M
- (b) On the floor (4M) and in the bathtubs (M) 8M
- (c) One million 8M
- (d) *Panis Angelicus* 8M
- (e) He wore his Papal robes/ the robes of a Papal Count 8M

Max = 40M

2. Comparison (20 marks)

- (a) The Papal Legate is involved in the events in both Document A and Document B = 2M

Document A states that he arrived by sea at Dún Laoghaire/ was met by members of the government/ was given an escort into Dublin by the Blue Hussars = 4M

Document B states that he presided at the High Mass in the Phoenix Park = 4M

Mark quality of explanation on its merits.

Reference to both documents = 4M + 4M

Max = 10M

- (b) Document A describes the arrival in Ireland for the Congress of the Papal Legate. The only reference to the Congress is that it drew huge crowds to Dublin as people were sleeping on the floor and in bathtubs.

Document B gives factual information about the centre-piece event of the Congress, the High Mass in the Phoenix Park. It gives the date, numbers attending, the crowd arrangements. It names Cardinal Lauri who presided, Archbishop Curley who celebrated and John McCormack who sang.

Mark quality of explanation on its merits. Both documents must be mentioned. Document B give more facts and Document A is possibly more colourful, so it is a moot point as to which gives the “better picture”.

Reference to both documents = 4M + 4M

Max = 10M

3. Criticism (20 marks)

- (a) Document A is a primary source because it is from a memoir/autobiography where the writer is remembering herself as a little girl witnessing the events from eighty years earlier.

Mark quality of explanation on its merits.

Take the answer as a whole and mark 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

10M

- (b) The fact that the great open space before the high altar had been divided into sections and assigned to various groups from all over Ireland. The choice of an Irishman, Archbishop Curley, to celebrate the Mass and the choice of the world-renowned Irish tenor to sing also show an attention to detail. It appears from this extract that McCormack’s performance made a huge impression.

Take the answer as a whole and mark 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

10M

4. Contextualisation (20 marks)

Mark by the principle of Core Statement.

Max = 20M

Note the **TWO** elements: “for the Catholic Church **and** for the Irish State”
For one element only, max 12M

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. British Association for the Relief of Distress in Ireland and Scotland (6)
A2. £2,000 (6)
A3. *The London Times* (6)
A4. Of helping to continue to make the Irish dependent on the people of Britain (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 2

Movements for political and social reform, 1870-1914

- A1. A mob (3M) of around 2,000 Protestants (3M) (6)
A2. To stop looting (of a liquor store on the Shankill Road) (6)
A3. Mid-September (6)
A4. 31 (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 4

The Irish Diaspora, 1840-1966

- A1. Bishop (6)
A2. The board of the ship/ A few filthy wisps of straw (6)
A3. A month and a half (6)
A4. No proper bed to lie on/ No change of clothes or shoes for weeks/
Deadly illness because priest wished to anoint some people (6)
A5. ONE valid country (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. Tuesday/ 12 August (1969) (6)
A2. Through the city and around the walls overlooking the Bogside (6)
A3. They saw it as a yearly reminder of who was in charge in the city (6)
A4. They turned down appeals to ban the parade (6)
A5. Date of the closing of the city gates (by apprentice boys against enemy forces in 1688) (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. Fine Gael (6)
A2. Dick Spring (6)
A3. Two (6)
A4. To win an overall majority, a party would have to win more than half of the 166 seats (>83) and no party achieved that (6)
A5. Fine Gael (3M) and Labour (3M) (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. Wine (6)
A2. As ridiculous/ A poor little skeleton/ As pitiful (6)
A3. Napoleon the Little/ Napoleon le Petit (6)
A4. As the greatest people on earth (6)
A5. Losing the Franco-Prussian War/ Proclamation of the Third Republic/ Exile in England (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. British naval power “cannot be a menace” (6)
A2. German naval power would be “a great peril to the world” (6)
A3. Aggression (6)
A4. Because of lack of space at home/ Germany is not big enough (6)
A5. Battleship/ Warship (Ship = 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. Bookkeeper/ Accountant (6)
A2. By train (6)
A3. 200 roubles per month (3M)
and an allowance of milk and vegetables (3M) (6)
A4. Corruption/ Farm leaders stole everything (6)
A5. Any ONE valid reason for collectivisation (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. France (3M) and (West) Germany (3M) (6)
A2. To join up the two countries/ To achieve more unity and harmony
between the two countries (6)
A3. Yes. He looks satisfied/ smug/ smiling (6)
A4. No. He has a safety pin ready to do a rough job of holding them
together (6)
A5. Any ONE valid politician, eg Monnet (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. The Muslim League (6)
 - A2. Muslims worship one God while Hindus worship many idols/ Hindus consider cows sacred while Hindus want to eat them (6)
 - A3. No Hindu will take food from a Muslim (6)
 - A4. No. Because of the many differences which he notes in the extract (6)
 - A5. Partition (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. Montgomery (6)
 - A2. Separate sections for white people and for negroes (6)
 - A3. So as to separate white people from negroes (6)
 - A4. Negro nurses who are minding white people may sit among the white people (6)
 - A5. Alabama court (and US Supreme Court) decided racial segregation laws on buses were unconstitutional/ Montgomery City passed a bye-law allowing black bus passengers to sit wherever they liked (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 2015

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

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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

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good = 15-20 marks
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Reference to only ONE source

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EXTENDED ESSAY (60 marks)

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<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) To invade the Pale | 10M |
| (b) McMahan, Cormack, McHenry and O'Reilly | 10M |
| (c) He offered to help defeat other Irish rebels | 10M |
| (d) The rank and dignity of Earl | 10M |

Max = 40M

2. Comparison (20 marks)

- (a) Documents A and B show a total turn-around by O'Neill. From being a rebel against the Crown planning to invade the Pale with his allies in 1600 (document A) he becomes a loyal servant of King James, accepting a royal pardon and even offering to fight against other rebels.

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) An argument can be made that either document better shows O'Neill's influence.
Document A shows that he has many allies across the various Irish families. He could raise a contingent of bonnaughts. He was in charge

of the military plan (“he has commanded ... he has appointed McMahan, etc”)

Document B shows O’Neill’s power and influence in a different way. He has convinced Mountjoy and the Queen, that he now repents of his earlier rebelliousness. He convinced Mountjoy that he had abandoned adherence to foreign powers and offered to serve against other rebels in Ireland.

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 proclamation by the King in which he pardons O’Neill and accepts him as a “good subject” and restores his “rank and dignity” as Earl. He acknowledges him as his subject and as a nobleman of Ireland. He offers him royal protection.

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

4. Contextualisation (20 marks)

Mark by the principle of Core Statement.

Max = 20M

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

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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.

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- 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:

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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. One of three metropolitan cities/ capital city/ meeting place of the Grand Council of the Kingdom/ maritime centre/ populous (6)
A2. Very busy/ "Countless vessels"/ Much exports and imports (6)
A3. The Archbishop (3M) Earl of Kildare/ The Viceroy (3M) (6)
A4. Salt fish, hides, cattle, hobby-horses Any THREE @ 2M each (6)
A5. Maynooth (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. Between 1603 and 1641 (6)
A2. Historical texts (6)
A3. They sent them to the Spanish Netherlands (6)
A4. Most were lost (probably in the wars) (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 4

Establishing a colonial ascendancy, 1660-1715

- A1. Pheasant, partridge, grouse, hares Any THREE @ 2M each (6)
A2. Within 7 miles of Dublin/ Inside and within 3 miles of the Curragh (6)
A3. Hawks, nets, guns, setting dogs, greyhounds Any THREE @ 2M each (6)
A4. He may seize, take and destroy the setters (6)
A5. Any ONE Lord Lieutenant from 1660 to 1715 (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. The plague/ To prevent infection (6)
 - A2. All ships from the Mediterranean (6)
 - A3. Forty days (6)
 - A4. Baltimore/ Carlingford/ Killybegs/ Clew Bay (6)
 - A5. ONE valid problem of merchant shipping (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. £3 (6)
 - A2. 40 shillings/ £2 (6)
 - A3. Aged between 12 and 55 (6)
 - A4. At the port/ Before they leave the port they enter at (6)
 - A5. ONE valid reason for extra recruiting (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. Raphael (6)
A2. An illuminated book of parchment (6)
A3. They seem to be real (6)
A4. It is so bright that it reflects light like a mirror (6)
A5. Any ONE artist other than Michelangelo and Raphael (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. (January) 1601 (6)
A2. The Emperor (6)
A3. To see the exotic goods (to be presented to the Emperor) (6)
A4. Ricci's acceptance at court/ Ricci became a minor celebrity (6)
A5. ONE valid achievement by Ricci (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. Large crowds/ Acclamations (6)
A2. The lord mayor (3M) and aldermen (3M) (6)
A3. He rode in a crowd to Temple Bar (6)
A4. Members of both houses cast themselves at his feet (3M) with vows of affection and fidelity (3M) (6)
A5. Statement of why Charles II had been in exile (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. Landscape gardening (6)
 - A2. Italy (6)
 - A3. For private patrons/ For the King (6)
 - A4. To aid nature/ To reveal true beauty (at as low cost as possible) (6)
 - A5. Any ONE Le Nôtre garden (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. 100,000 (6)
 - A2. All happened so suddenly “in a second”/ Impossible to extricate victims from under the debris (6)
 - A3. A hundred (6)
 - A4. It will be hard to explain if the Palace of the Inquisition is left standing (6)
 - A5. Any ONE valid contribution by Voltaire (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. All citizens (6)
 - A2. King (2M) Queen (2M) Her brother-n-law (2M) (6)
 - A3. All the ministers (and their henchmen) (6)
 - A4. The enemy legions will pounce on the people/ The privileged orders will rise again (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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