



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2011

Marking Scheme

HISTORY

HIGHER LEVEL



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Marking Scheme

**HISTORY
LATER MODERN**

HIGHER LEVEL

RESEARCH STUDY REPORT (RSR)
(100 marks)

READ EVERYTHING BEFORE YOU MARK ANYTHING!

OUTLINE PLAN (15 marks)

Citation of the sources = 6 marks

Other elements = 9 marks

Citation of sources

Three appropriate sources are asked for.

Accurate citation of each appropriate source = 2 marks

Author + title only = 1 mark

Extra item of validating information (eg: publisher, date) = 1 mark

2 marks x 3 = max 6 marks for three sources

N.B. 'Standard school text books will not be regarded as suitable sources for the purposes of the research study.' DES/NCCA *Guidelines*, p.14.

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?

Under the three criteria, to what extent does the candidate succeed in doing this clearly and coherently?

Define and justify
(max = 3 mks)

Identify aims
(max = 3 mks)

Identify approach
(max = 3 mks)

Very good = 3
Good = 2
Fair = 1

Very good = 3
Good = 2
Fair = 1

Very good = 3
Good = 2
Fair = 1

EVALUATION OF THE SOURCES (25 marks)

Comment on strengths and/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 ALL THREE sources

excellent = 22-25 marks
very good = 17-21 marks
good = 13-16 marks
fair = 9-12 marks
weak = 0-8 marks

Reference to only TWO sources

excellent = 15-17 marks
very good = 12-14 marks
good = 9-11 marks
fair = 6-8 marks
weak = 0-5 marks

Reference to only ONE source

excellent = 8-9 marks
very good = 6-7 marks
good = 4-5 marks
fair = 2-3 marks
weak = 0-1 mark

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>Excellent:</i> 21-25 <i>Very good:</i> 16-20 <i>Good:</i> 11-15 <i>Fair:</i> 6-10 <i>Weak:</i> 0-5
<i>Research skills – 15 marks – Such as</i> Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	<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> Literacy Coherence Structure	<i>Excellent:</i> 9-10 <i>Very good:</i> 7-8 <i>Good:</i> 5-6 <i>Fair:</i> 3-4 <i>Weak:</i> 0-2

Review of the research process (10 marks)

This may be a stand-alone section or it may be integral to the essay.

The examiner should assess the review of the research process in its totality, and award marks as follows:

Excellent: 9-10

Very good: 7-8

Good: 5-6

Fair: 3-4

Weak: 0-2

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

1. Comprehension (20 marks)

- (a) Bowler hats, crimson sashes, large cuffs 5M
- (b) Flute and drum bands, Protestant tunes such as “The Wearing of the Sash” and “Derry’s Walls” 5M
- (c) Because they were being gazed down upon or peered at by spectators and Apprentice Boys from the parapets 5M
- (d) “Will Ye No’ Come Back Again” 5M

2. Comparison (20 marks)

- (a) Comments must relate to Document A . The answer may say that Document A contradicts the description of the parade in Document B as “a solemn procession” or it may say that it supports the description.

Document A contradicts the description of the parade as “a solemn procession” as follows:

Document A speaks of a “great folk festival” imbued with “good humour” which is hardly a “solemn procession”

Document A says that after the service “the air was filled with music”, with bands “pumping out the traditional tunes”, which sounds more rousing or stirring rather than “solemn”

Document A supports the description of the parade as “a solemn procession” as follows:

“Banners fluttering”/ “wore traditional uniform” shows that the marchers were serious about rank = solemn/ “swords drawn” = serious = solemn/ “restraint and steadfastness” = serious solemn virtues preached.

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

Answer offering one reason only = 8M max

- (b) Comments must relate to both the Apprentice Boys **and** the Bogsiders. Accept religion as relating to identity, culture, politics or sectarianism.

Apprentice Boys:

Religion was important to the Apprentice Boys because a large crowd attended church service on the morning of the parade

The sermon called for restraint towards people of different religions, indicating a respect for religion in general
The call for steadfastness in defence of Protestant heritage is a strong statement of how historically important their religion was for them
The bands played endless renderings of Protestant tunes such as “The Wearing of the Sash” and “Derry’s Walls”
Being dressed up in their Sunday best might indicate a particular respect for the Sabbath and religion in general

Bogsiders:

Most Catholics stayed at home, heeding the appeals of moderate Catholic leaders. This shows a respect for their own religion.
Catholics were sick of what they felt was Protestant triumphalism which showed society was sectarian and that religion was important.
Accept any linkage of Bogsiders to identity, culture, politics or sectarianism as showing the importance of religion to them.

Each group (Apprentice Boys and Bogsiders) to be marked as follows:-

Excellent = 5 mks	Very good = 4 mks	Good = 3 mks	
Fair = 2 mks	Weak = 0-1 mk		10M

Answer referring to one group only = 5M max

3. **Criticism** (20 marks)

(a) Comments must relate to Documents **A and B**

Document A describes the 1967 march as “a great folk festival” characterised by “good humour”, a colourful musical social and traditional occasion which set out to offend no-one
Document B describes the 1969 march as one fraught with tension, with Catholic Bogsiders feeling “sick of Protestants and police cordons and riot tenders and drumbeating”, oppressed by the marchers’ triumphalism and the security apparatus of the state
Catholics were not part of the traditional spectacle but stayed at home “irritated, ill-humoured and apprehensive”
The intervening events in Northern Ireland 1967-1969 had clearly increased sectarian tensions and the entrenchment of the two communities in Derry

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

Answer referring to one document only = 5M max

(b) Strengths and weaknesses of the work of journalists as historical source material as seen in the **given** documents

Factual reporting or colour/opinion pieces?

Having divided the answer into paragraphs or paragraph equivalents, the examiner will award marks to each paragraph or paragraph equivalent as follows:

Excellent: 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
Very good: 8-10 marks	Very good material, accurately and clearly expressed.
Good: 6-7 marks	Worthwhile information, reasonably well expressed.
Fair: 3-5 marks	Limited information/barely expressed
Poor: 0-2 marks	Trivial/irrelevant/grave errors.

Overall Evaluation (OE)

In awarding OE, the examiner will consider how well the candidate deals with the set question. The following grading table will apply:

Excellent: 14-16 marks
Very good: 11-13 marks
Good: 6-10 marks
Fair: 4-5 marks
Weak: 2-3 marks
Very weak: 0-1 mark

In awarding OE marks, the examiner should not expect answers of more than 40% in quantity compared to the answers to the longer topic questions in Sections 2 and 3.

This principle of marking by paragraph (CM and OE) continues throughout Sections 2 and 3. The proportion of CM to OE remains 60/40 throughout the examination paper.

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

In Sections 2 and 3, candidates are asked to respond to a historical question. Their answers will be marked under two headings:

Cumulative Mark (CM) for historical content which is accurate and relevant to the question as asked.

Maximum CM = 60 marks.

Overall Evaluation (OE) for the quality of the answer as a whole in the context of the set question.

Maximum OE = 40 marks.

Marking the Answer

To mark the answer, 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 this level and with an understanding of the scope of knowledge and historical skills which the syllabus demands. The examiner will divide the answer into paragraphs or paragraph equivalents:

- (i) A relevant introduction giving the background situation and/or defining the terms and explaining the approach;
- (ii) An episode, phase or stage in a sequence of events;
- (iii) An aspect of a topic/issue, with supporting factual references;
- (iv) A point in an argument or discussion, with supporting factual references;
- (v) An explanation of a concept or term, with supporting factual references;
- (vi) A number of significant, relevant statements of fact, explanation or comment which, although not connected or related, can be taken together and assessed as a paragraph equivalent;
- (vii) A good concluding paragraph or summation, which is not mere repetition.

(Summation which is mere repetition = max. 4 marks)

The examiner will award marks to each paragraph or paragraph equivalent as follows:

Cumulative Mark (CM) (Maximum = 60 marks)

Excellent: 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
Very good: 8-10 marks	Very good material, accurately and clearly expressed.
Good: 6-7 marks	Worthwhile information, reasonably well expressed.
Fair: 3-5 marks	Limited information/barely stated.
Poor: 0-2 marks	Trivial/irrelevant/grave errors.

Overall Evaluation (OE) (Maximum = 40 marks)

Excellent: 34-40 marks	Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage.
Very good: 28-33 marks	Very good – but not excellent - in its treatment of the set question, ie: accurate and substantial.
Good: 22-27 marks	Good standard treatment of the set question, without being exceptional in the information or the commentary supplied.
Fair: 16-21 marks	Fair attempt at the set question, but has identifiable defects, eg: incomplete coverage, irrelevant data, factual inaccuracies.
Weak: 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
Very weak: 0-9 marks	Very poor answer which, at best, offers only scraps of information.

In awarding the OE, the examiner will evaluate the quality of the answer, taking into account the following, as appropriate:

- To what extent has the candidate shown the ability to analyse the issues involved in the question asked (ie: more than mere narrative)?
- To what extent has the candidate marshalled the relevant evidence to support his/her analysis?
- To what extent has the candidate shown the ability to argue a case and to reach conclusions (ie: to answer the question as asked)?

Notes on individual topics

SECTION 2: IRELAND **(100 marks)**

One question from each of **one** of the five topics to be answered.

Ireland: Topic 1

Ireland and the Union, 1815-1870

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (How Famine began + Why it lasted so long)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

Ireland: Topic 2

Movements for political and social reform, 1870-1914

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Attempts to gain HR + Why unsuccessful)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

Ireland: Topic 3

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

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (strengths + weaknesses)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

Ireland: Topic 4

The Irish diaspora, 1840-1966

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Why so much emigration to US + How much assimilation)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

Ireland: Topic 6

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

1. Max. CM = 60
Max. OE = 40

2. Max. CM = 60
Max. OE = 40

NOTE: TWO elements (UN membership + EEC membership)
If only ONE, Max. CM = 50

3. Max. CM = 60
Max. OE = 40

4. Max. CM = 60
Max. OE = 40

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

One question from two of the six topics to be answered.

Europe and the wider world: Topic 1
Nationalism and state formation in Europe, 1815-1871

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Owen's aim + How successful)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (internal affairs + external affairs)
If only ONE, Max. CM = 50

Europe and the wider world: Topic 2
Nation states and international tensions, 1871-1920

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (conduct of war + changing attitudes to war)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

Europe and the wider world: Topic 3
Dictatorship and democracy in Europe, 1920-1945

1. Max. CM = 60
Max. OE = 40

2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (internal policies + external policies)
If only ONE, Max. CM = 50

3. Max. CM = 60
Max. OE = 40

4. Max. CM = 60
Max. OE = 40

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

1. Max. CM = 60
Max. OE = 40

2. Max. CM = 60
Max. OE = 40

3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (internal affairs + external affairs)
If only ONE, Max. CM = 50

4. Max. CM = 60
Max. OE = 40

Europe and the wider world: Topic 5
European retreat from empire and the aftermath, 1945-1990

1. Max. CM = 60
Max. OE = 40

2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Why Katanga seceded + How international dimension developed)
If only ONE, Max. CM = 50

3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (How France became multi-racial + How did race relations develop in 1980s)
If only ONE, Max. CM = 50

4. Max. CM = 60
Max. OE = 40

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

1. Max. CM = 60
Max. OE = 40

2. Max. CM = 60
Max. OE = 40

3. Max. CM = 60
Max. OE = 40

4. Max. CM = 60
Max. OE = 40



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EARLY MODERN**

HIGHER LEVEL

RESEARCH STUDY REPORT (RSR)
(100 marks)

READ EVERYTHING BEFORE YOU MARK ANYTHING!

OUTLINE PLAN (15 marks)

Citation of the sources = 6 marks

Other elements = 9 marks

Citation of sources

Three appropriate sources are asked for.

Accurate citation of each appropriate source = 2 marks

Author + title only = 1 mark

Extra item of validating information (eg: publisher, date) = 1 mark

2 marks x 3 = max 6 marks for three sources

N.B. 'Standard school text books will not be regarded as suitable sources for the purposes of the research study.' DES/NCCA *Guidelines*, p.14.

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?

Under the three criteria, to what extent does the candidate succeed in doing this clearly and coherently?

Define and justify
(max = 3 mks)

Identify aims
(max = 3 mks)

Identify approach
(max = 3 mks)

Very good = 3

Good = 2

Fair = 1

Very good = 3

Good = 2

Fair = 1

Very good = 3

Good = 2

Fair = 1

EVALUATION OF THE SOURCES (25 marks)

Comment on strengths and/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 ALL THREE sources

excellent = 22-25 marks
very good = 17-21 marks
good = 13-16 marks
fair = 9-12 marks
weak = 0-8 marks

Reference to only TWO sources

excellent = 15-17 marks
very good = 12-14 marks
good = 9-11 marks
fair = 6-8 marks
weak = 0-5 marks

Reference to only ONE source

excellent = 8-9 marks
very good = 6-7 marks
good = 4-5 marks
fair = 2-3 marks
weak = 0-1 mark

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>Excellent:</i> 21-25 <i>Very good:</i> 16-20 <i>Good:</i> 11-15 <i>Fair:</i> 6-10 <i>Weak:</i> 0-5
<i>Research skills – 15 marks – Such as</i> Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	<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> Literacy Coherence Structure	<i>Excellent:</i> 9-10 <i>Very good:</i> 7-8 <i>Good:</i> 5-6 <i>Fair:</i> 3-4 <i>Weak:</i> 0-2

Review of the research process (10 marks)

This may be a stand-alone section or it may be integral to the essay.

The examiner should assess the review of the research process in its totality, and award marks as follows:

Excellent: 9-10

Very good: 7-8

Good: 5-6

Fair: 3-4

Weak: 0-2

Document B

Spenser disapproves of the bards' glorifying wrongdoers and setting them up as role models for young men.

He disapproves of their praise of wickedness and vice which he must think is bad for the country

Mark each document 0-5 according to quality

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

Answer referring to one document only = 5M max 10M

3. Criticism (20 marks)

- (a) A or B – which is the more valuable source about bardic schools and poets?

Comment on each document. Mark each reason 0-5 according to quality

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

Answer referring to one document only = 5M max 10M

- (b) Spenser's preoccupations as a poet and as a colonist

As a poet:

Spenser appreciates wit and invention, but more so the poet's skill in the ornaments of poetry

He believes that the purpose of poetry is to adorn and beautify virtue as opposed to the praise of vice

As a colonist:

Spenser considers the bardic poets a threat to the security of the colony because they encourage young men to admire the disobedient and rebellious

He is very judgemental about the bards and their poems which gives the impression that, as a colonist, he is culturally superior

Comment on Spenser as a poet and Spenser as a colonist. Mark each 0-5 according to quality

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

4. Contextualisation (40 marks)

In question 4, marking by paragraph begins.

Cumulative Mark = Max. 24 marks

Overall Evaluation = Max 16 marks

Cumulative Mark (CM)

These marks are awarded for historical content which is accurate and relevant to the question asked.

The examiner will divide the answer into paragraphs or paragraph equivalents.

A paragraph or paragraph equivalent may be one of the following:

- (viii) A relevant introduction giving the background situation and/or defining the terms and explaining the approach;
- (ix) An episode, phase or stage in a sequence of events;
- (x) An aspect of a topic/issue, with supporting factual references;
- (xi) A point in an argument or discussion, with supporting factual references;
- (xii) An explanation of a concept or term, with supporting factual references;
- (xiii) A number of significant, relevant statements of fact, explanation or comment which, although not connected or related, can be taken together and assessed as a paragraph equivalent;
- (xiv) A good concluding paragraph or summation, which is not mere repetition.

(Summation which is mere repetition = max 4 marks)

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Maximum OE = 40 marks.

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(Maximum = 60 marks)

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Overall Evaluation (OE)

(Maximum = 40 marks)

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In awarding the OE, the examiner will evaluate the quality of the answer, taking into account the following, as appropriate:

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- To what extent has the candidate marshalled the relevant evidence to support his/her analysis?
- To what extent has the candidate shown the ability to argue a case and to reach conclusions (ie: to answer the question as asked)?

Notes on individual topics

SECTION 2: IRELAND **(100 marks)**

One question from one of the five topics to be answered.

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (causes + consequences)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (strengths + weaknesses)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

Ireland: Topic 3

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

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

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

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Catholics + Protestants)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

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

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (what was it? + how did it function?)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (grievances + how to redress them)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (purpose of laws + how enforced)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

Ireland: Topic 6

**The end of the Irish kingdom and the establishment of the Union,
1770-1815**

1. Max. CM = 60
Max. OE = 40

2. Max. CM = 60
Max. OE = 40

3. Max. CM = 60
Max. OE = 40

NOTE: TWO elements (industrial city + sectarian problems)

If only ONE, Max. CM = 50

4. Max. CM = 60
Max. OE = 40

NOTE: TWO elements (why college founded + effect on religion)

If only ONE, Max. CM = 50

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

One question from two of the six topics to be answered.

Europe and the wider world: Topic 1
Europe from Renaissance to Reformation, 1492-1567

1. Max. CM = 60
Max. OE = 40

2. Max. CM = 60
Max. OE = 40

3. Max. CM = 60
Max. OE = 40

4. Max. CM = 60
Max. OE = 40

NOTE: TWO elements (Turkish threat + dealing with threat)
If only ONE, Max. CM = 50

Europe and the wider world: Topic 2
Religion and power: politics in the later 16th century, 1567-1609

1. Max. CM = 60
Max. OE = 40

NOTE: TWO elements (why Armada? + why did it fail?)
If only ONE, Max. CM = 50

2. Max. CM = 60
Max. OE = 40

3. Max. CM = 60
Max. OE = 40

4. Max. CM = 60
Max. OE = 40

Europe and the wider world: Topic 3
The eclipse of Old Europe, 1609-1660

1. Max. CM = 60
Max. OE = 40

2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (how empire was gained + how profited from)
If only ONE, Max. CM = 50

3. Max. CM = 60
Max. OE = 40

4. Max. CM = 60
Max. OE = 40

Europe and the wider world: Topic 4
Europe in the age of Louis XIV, 1660-1715

1. Max. CM = 60
Max. OE = 40

2. Max. CM = 60
Max. OE = 40

3. Max. CM = 60
Max. OE = 40
NOTE: THREE elements (banking + markets + trading companies)
If only TWO, Max. CM = 50
If only ONE, Max CM = 40

4. Max. CM = 60
Max. OE = 40

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

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
NOTE: THREE elements (politics + religion + society)
If only TWO, Max. CM = 50
If only ONE, Max CM = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (aims + achievements)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

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

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (stimuli + manifestations)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

NOTE: THREE elements (Gaelic Irish + Old English + New English)
If only TWO, Max. CM = 50
If only ONE, Max CM = 40

