



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**LEAVING CERTIFICATE 2008**

**MARKING SCHEME**

**HISTORY**

**ORDINARY LEVEL**





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

**LEAVING CERTIFICATE 2008**

**MARKING SCHEME**

**HISTORY**

**LATER MODERN**

**ORDINARY LEVEL**





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

# **LEAVING CERTIFICATE 2008**

## **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

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

***Review of the research process (10 marks)***

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

Here the examiner should assess the account of the research process in its totality.

Having considered the review, the examiner should award marks as follows:

***Very good:*** 8-10

***Good:*** 6-7

***Fair:*** 4-5

***Weak:*** 0-3

<p><b><i>Section 1: DOCUMENTS-BASED QUESTION (DBQ)</i></b> <b><i>(100 marks)</i></b></p>
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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) “equal but separate accommodations for white people and Negroes”  
“equal but separate accommodations” = 4M  
“accommodations for white people and Negroes” = 4M  
Both elements for full marks 8M
- (b) “power of a police officer” OR to compel passengers to take assigned seats 8M
- (c) “to refuse or fail to take a seat among those assigned to his race”  
“to refuse or fail to take a seat” = 4M  
Needs “among those assigned to his race” for full marks 8M
- (d) “not to ride the bus to work, school, to any place”  
“not to ride the bus” = 4M  
Needs “to work, to school, to any place for full marks” 8M
- (e) By saying “that there will be no threats or bullying” OR  
“that love must be our ideal” OR  
“let no man pull you so low as to make you hate him” 8M

Max = 40M



2. **Comparison (20 marks)**

(a) Document A for “rules and regulations” = 1M

Document B for “justice and peace” = 1M

Candidate explains choice, referring to both documents

Mark quality of explanation on its merits.

Reference to both documents = 4M + 4M

Max = 10M

(b) Document A = 4M

Reason given for selecting Document A = 6M

Mark quality of explanation on its merits.

Max = 10M

3. **Criticism (20 marks)**

(a) Any legalistic phrase, such as “Every person ... shall”, “Any employee ... shall have the power”, etc = 4M

Reason given for selecting phrase = 6M

Mark quality of explanation on its merits.

Max = 10M

(b) Document A is a primary source = 1M

Document B is a primary source = 1M

Candidate explains choice, referring to both documents

Mark quality of explanation on its merits.

Reference to both documents = 4M + 4M

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 **two** Topics from Section 2 and on **one** Topic from Section 3.

Each Topic is divided into three parts:

- A. A stimulus-driven unit with 4/5 short questions to be attempted (maximum: 30 marks)
- B. A short paragraph to be written in response to one of four headings (maximum: 30 marks)
- C. A longer paragraph to be written in answer to one of four questions (maximum: 40 marks)

The marking of parts A, B and C will proceed as follows:

- A. Typically the marks will be awarded as 6 marks per question, with 6 marks x 5 giving the maximum 30 marks. See *Notes on individual topics* below for variations to that practice.
- B. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 20 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.
- C. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 30 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.

**Cumulative Mark (CM)**

This is the total mark awarded for Core Statements, subject to a maximum of 20 marks in part B and a maximum of 30 marks in part C.

**Overall Evaluation (OE)**

In awarding OE, the examiner will consider how well the answer responds to the heading or addresses the set question. The following grading table will apply:

**Excellent:** 9-10 marks

**Very good:** 7-8 marks

**Good:** 5-6 marks

**Fair:** 3-4 marks

**Poor:** 0-2 marks

In awarding both CM and OE, the examiner will approach the material with an open mind as to the range of valid answers which may be expected of a candidate at Ordinary Level and with an understanding of the scope of knowledge and historical skills which the syllabus demands.

## *Notes on individual topics*

### **SECTION 2: IRELAND (200 marks)**

Questions on two of the six topics to be answered.

#### *Ireland: Topic 1*

#### **Ireland and the Union, 1815-1870**

- A1. Repeal (of the Act of Union) AND a Parliament in Dublin 3 + 3 (6)  
A2. “to take advice of each other” AND for people to take advice from  
O’Connell (their leader) 3 + 3 (6)  
A3. Seven-eighths (6)  
A4. “quietly and slowly ... firmly ...with a certainty (confidence) of  
success”  
Quietly and slowly = 3M  
Quietly, slowly, firmly, confidently = 6M (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. No = 3M  
Votes for the Irish Unionists were clearly against Home Rule = 3M (6)  
A2. Conservatives (6)  
A3. Conservatives = 3M  
Because the Conservatives opposed Home Rule = 3M (6)  
A4. Liberals (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 3*

**Pursuit of sovereignty and impact of partition, 1912-1949**

- A1. Rising was “insane and criminal”/ Dublin is “scene of ruin which is heartbreaking”/Its “proudest buildings .. reduced to ... smouldering ashes”/Heroism in World War I contrasts with the actions of the Dublin rebels/ Rebels “have destroyed the reputation of their native land” Any TWO for 3M each (6)
- A2. Its “proudest buildings ..now reduced to ... smouldering ashes” (6)
- A3. An Irish Republic (6)
- A4. “they were surrounded, many of them surrendering, others escaping and many ... being shot”  
Surrounded = 3M Escaped and/or shot = 3M (6)
- A5. P Pearse, Connolly, Ceannt, Plunkett, McDonagh, McDermott, Clarke, Daly, W Pearse, O’Hanrahan, MacBride, Mallin, Colbert, Heuston, T Kent, de Valera, Brugha, Markievicz, Casement  
Any TWO for 3M each (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. Forty (6)
- A2. 21,000 (6)
- A3. Canada (6)
- A4. ONE valid reason (6)
- A5. ONE valid way (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. One in five (men were unemployed) (6)  
A2. In case they asked “the wrong person” = 3M  
AND “got clobbered for their trouble” = 3M (6)  
A3. “They could walk into the police cordon” = 3M  
AND “until each .. row was beaten into the ground” = 3M (6)  
A4. “Moved in with truncheons and heels and boots”  
OR “beat everyone off the street” (6)  
A5. Any ONE valid demand (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. (Right to) equal pay (6)  
A2. The mother (6)  
A3. They received an allowance (prisoners’ wives allowance) (6)  
A4. Unemployment, disability, dental and optical  
Unemployment = 3M AND disability, dental, optical = 3M (6)  
A5. ONE valid contribution (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. 1848 = 3M AND London = 3M (6)  
A2. Rhineland/Germany = 3M (6)  
AND His family had converted from Judaism = 3M (6)  
A3. *Das Kapital* (6)  
A4. They would rise in revolt (6)  
OR create a classless society (6)  
A5. ONE valid change (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. It was impossible to do business with Gladstone (6)  
A2. To reduce the hatred of France towards Germany (6)  
A3. No = 3M France was as hostile as ever towards Germany = 3M (6)  
A4. In order to regain Alsace-Lorraine (6)  
A5. To have little or no German involvement in it (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. Any TWO from Tall, Slim, Blonde, Heroic 3M x 2 = 6M (6)  
A2. Because he is fat (6)  
A3. Hitler (the Fuehrer) (6)  
A4. It ridiculed or offended against Nazi policy and propaganda (6)  
A5. Extermination of the Jews (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, Britain, USA. Accept any TWO      3M x 2 = 6M      (6)  
A2. Three      (6)  
A3. Because West Berlin was landlocked in East Germany OR  
Because each sector (France, Britain, USA) needed its own supply line  
(6)  
A4. USSR      (6)  
A5. Any ONE valid development      (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. He had nationalised the Suez Canal      (6)  
A2. By military action      (6)  
A3. Britain is prepared to act without help of other powers = 3M  
Any valid point in support of this statement = 3M      (6)  
A4. Disastrous consequences for economic life of western powers = 3M  
AND their influence in the Middle East = 3M      (6)  
A5. Any ONE valid result      (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks



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

**LEAVING CERTIFICATE 2008**

**MARKING SCHEME**

**HISTORY**

**EARLY MODERN**

**ORDINARY LEVEL**







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

# **LEAVING CERTIFICATE 2008**

## **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

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**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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*weak* = 0-7 marks

Reference to only ONE source

*very good* = 14-17 marks  
*good* = 10-13 marks  
*fair* = 5-9 marks  
*weak* = 0-4 marks

## EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

The review of the research process may be integral to the essay or presented as a separate element.

The historical essay should be assessed as a unit and a mark out of 50 awarded as follows

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

***Review of the research process (10 marks)***

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

Here the examiner should assess the account of the research process in its totality.

Having considered the review, the examiner should award marks as follows:

***Very good:*** 8-10

***Good:*** 6-7

***Fair:*** 4-5

***Weak:*** 0-3

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

There are four parts in the Documents-based question:

1. Comprehension (40 marks)
2. Comparison (20 marks)
3. Criticism (20 marks)
4. Contextualisation (20 marks)

***1. Comprehension (40 marks)***

(a) That Calvin was a bad man (4M) who preached false doctrine (4M)  
4M + 4M = 8M

(b) He had to walk around the city in his shirt, bare-headed, with a lighted candle (4M), confess his error and beg for mercy (4M)  
OR Public humiliation (4M) + one of above elements (4M)  
4M + 4M = 8M

(c) Ameaux 8M

(d) Calvin 8M

(e) "Some good men" (4M) accused Calvin of cruelty because he was eager to avenge his injuries (4M) 8M

**2. Comparison (20 marks)**

- (a) Yes or No? Give at least **one** reference to each document in support of answer.  
Mark quality of explanation on its merits.  
Reference to both documents = 5M + 5M Max = 10M
- (b) Document A or B OR A and B?  
Candidate makes choice and gives at least **two** reasons for choice  
Mark quality of explanation on its merits.  
Reference to both documents = 5M + 5M Max = 10M

**3. Criticism (20 marks)**

- (a) Answer must be on document B. Give at least **two** conclusions based on document B alone 5M + 5M  
Answers with only one conclusion = 5M max. Max = 10M
- (b) Yes or No? Give **one** reason in support of the answer.  
Mark quality of explanation on its merits. 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 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 (200 marks) And  
Section 3: EUROPE AND THE WIDER WORLD (100 marks)**

Candidates must answer on **two** Topics from Section 2 and on **one** Topic from Section 3.

Each Topic is divided into three parts:

- A. A stimulus-driven unit with 4/5 short questions to be attempted (maximum: 30 marks)
- B. A short paragraph to be written in response to one of four headings (maximum: 30 marks)
- C. A longer paragraph to be written in answer to one of four questions (maximum: 40 marks)

The marking of parts A, B and C will proceed as follows:

- A. Typically the marks will be awarded as 6 marks per question, with 6 marks x 5 giving the maximum 30 marks. See *Notes on individual topics* below for variations to that practice.
- B. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 20 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.
- C. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 30 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.

**Cumulative Mark (CM)**

This is the total mark awarded for Core Statements, subject to a maximum of 20 marks in part B and a maximum of 30 marks in part C.

**Overall Evaluation (OE)**

In awarding OE, the examiner will consider how well the answer responds to the heading or addresses the set question. The following grading table will apply:

**Excellent:** 9-10 marks

**Very good:** 7-8 marks

**Good:** 5-6 marks

**Fair:** 3-4 marks

**Poor:** 0-2 marks

In awarding both CM and OE, the examiner will approach the material with an open mind as to the range of valid answers which may be expected of a candidate at Ordinary Level and with an understanding of the scope of knowledge and historical skills which the syllabus demands.

## *Notes on individual topics*

### **SECTION 2: IRELAND (200 marks)**

Questions on two of the six topics to be answered.

#### *Ireland: Topic 1*

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

- A1. 6M
- A2. 3M + 3M = 6M
- A3. 6M
- A4. 6M
- A5. 6M

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. 6M
- A2. 6M
- A3. 3M + 3M = 6M
- A4. 3M + 3M = 6M
- A5. 3M + 3M = 6M

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. 2 countries = 3M, 3 = 4M and 4 = 6M
- A2. 2 cities = 3M, 3 = 4M and 4 = 6M
- A3. 6M
- A4. 6M
- A5. 6M

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. 6M
- A2. 6M
- A3. 6M
- A4. 6M
- A5. 6M

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

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

*Ireland: Topic 5*  
**Colony versus kingdom – tensions in mid-18<sup>th</sup> century Ireland, 1715-1770**

- A1. 6M
- A2. 6M
- A3. 6M
- A4. 6M
- A5. 3M + 3M = 6M

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. 6M
- A2. 6M
- A3. 3M + 3M = 6M
- A4. 6M
- A5. 3M + 3M = 6M

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

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

**SECTION 3: EUROPE AND THE WIDER WORLD (100 marks)**

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

*Europe and the wider world: Topic 2*

**Religion and power: politics in the later 16<sup>th</sup> century, 1567-1609**

- A1. 6M
- A2. 3M + 3M = 6M
- A3. 6M
- A4. 6M
- A5. 6M

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. 6M
- A2. 6M
- A3. 2M + 2M + 2M = 6M
- A4. 6M
- A5. 3M + 3M = 6M

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. 6M
- A2. 6M
- A3. 6M
- A4. 6M
- A5. 6M

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. 3M + 3M = 6M
- A2. 6M
- A3. 6M
- A4. 6M
- A5. 6M

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. 6M
- A2. 6M
- A3. 6M
- A4. 3M + 3M = 6M
- A5. 6M

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

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



