



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2016

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 2016

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

| |
|--|
| <i>Section 1: DOCUMENTS-BASED QUESTION (DBQ)</i> <i>(100 marks)</i> |
|--|

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) Straw-filled mattresses. | 8M |
| (b) Parade | 8M |
| (c) 67.8% | 8M |
| (d) The prosperity of the area (compared with Jarrow) | 8M |
| (e) Very poorly/ They were told to return home and seek work | 8M |

Max = 40M

2. Comparison (20 marks)

- (a) Yes. Ellen Wilkinson took part in the march according to both Document A and Document B = 2M Must be clearly stated

Document A is from a book written by Ellen Wilkinson. In it she says that she joined the men for each day's march after their 8.45 am parade = 4M

Document B states that Ellen Wilkinson was one of the organisers of the Jarrow March so we can assume that she must have taken part in it = 4M
(If candidate makes the point that she "organised" the march and that doesn't mean that she took part in it, give credit for this)

Mark quality of explanation on its merits.

Reference to both documents = 4M + 4M

Max = 10M

(b) Document B = 2M

Document A describes only a typical morning for the Jarrow marchers, rising at 6.30 and setting off for another day's march at 8.45.

Document B gives background information about the level of unemployment in Jarrow. It mentions that the shipyard closed in 1934 and unemployment rose to 67.8%. It goes on to say that the marchers brought with them a petition appealing to the government for help.

Mark quality of explanation on its merits. Both documents must be mentioned. Document B is not acceptable as an answer because it does not give any reason for the Jarrow March.

Reference to both documents = 4M + 4M

Max = 10M

3. *Criticism* (20 marks)

- (a) She didn't share the men's accommodation. In Document A, the writer says that she joined the men for the march after their daily morning parade. She goes on to say that she spent each night in someone's home, usually the secretary of the local Labour party. This meant that she had a bed while the men often slept on the bare boards of a school or drill hall.

Mark quality of explanation on its merits.

5M + 5M = 10M

- (b) Document B is from a book called "Mastering Economic and Social History" and we can assume from this title that it is a history textbook and must therefore be a secondary source. The book was published almost fifty years after the Jarrow March which also shows that it must have been a history book. It even reads like textbook history, stringing together facts and figures about Jarrow in the period 1934-1936.

Mark quality of explanation on its merits.

5M + 5M = 10M

4. *Contextualisation* (20 marks)

Mark by the principle of Core Statement.

Max = 20M

Note that the question is looking for **a reason or reasons** for the "social and economic problems" of the 1930s.

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. (TCD) Students (6)
 - A2. The Corn Exchange/ On Burgh Quay (6)
 - A3. They promised him that they'd keep guard (and throw any trouble-makers in the Liffey) (6)
 - A4. It had a large meeting area (which could take up to a thousand people)/
The nearby coal-porters were available to police the meetings (6)
 - A5. ONE valid benefit for Catholics (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. Hayes Hotel/ Thurles/ Co Tipperary (6)
 - A2. Parnell (2M) Davitt (2M) Croke (2) (6)
 - A3. Three (6)
 - A4. Over 700 words (6)
 - A5. ONE problem faced by GAA, 1884-1891 (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 3

The Irish Diaspora, 1840-1966

- A1. She worked in Liberty Hall with Countess Markievicz/ Provision of
food for starving families (6)
 - A2. Liberty Hall (6)
 - A3. Chief Medical Officer (6)
 - A4. Vice-president (6)
 - A5. ONE valid change in political attitudes after the Easter Rising (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. Nearly a million (6)
A2. Improved working conditions (6)
A3. It decreased (6)
A4. The Catholic Church built many churches where Irish migrants could worship OR meet other Irish people/ The building of many new churches helped Irish migrants become an accepted part of British life (6)
A5. ONE valid reason for emigrating after 1840 (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. 1989 (6)
A2. It decreased (3M) This is clear in the column headed IRISH/ The Troubles of the 1970s caused them to feel less Irish/ Any other valid historical explanation (3M) (6)
A3. 1968 (6)
A4. British (3M) This is clear in the column headed BRITISH/ The dangers of the Troubles made them feel safer to be British/ Any other valid historical explanation (3M) (6)
A5. ONE valid point about the importance of the Downing Street Declaration (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. He had a quick winning smile (3M) and an easy relaxed charm (3M) (6)
A2. He was not a good mixer/ He lacked de Valera's love of people (6)
A3. He could grasp an idea as quick as lightning/ He could develop an idea and put it into practice/ He was a glutton for work (start early and work late) (6)
A4. He would start early at 8 am and work in the office until 6 pm/ He would take files home in the evening/ He worked long hours (6)
A5. ONE valid way in which Lemass sought economic progress (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. The Anglicans (3M) and the Nonconformists (3M) (6)
A2. To supervise how an increased grant of £30,000 was spent (6)
A3. It reported that most were still unable to read a newspaper OR write a letter (6)
A4. A 'payment by results' scheme (6)
A5. ONE valid way in which increased literacy affected Europe (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. The National Women's Service/ The State (6)
A2. The children had their fair share of milk/ The rate of infant mortality in Berlin fell during the war (6)
A3. They had card indexes of all the people and their needs (6)
A4. They adopted new cooking methods without milk, eggs or fat (6)
A5. ONE valid reason why USA entered World War I (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. 1961 (3M) by Pope John XXIII (3M) (6)
A2. Church renewal/ Christian unity/ Opening to the contemporary world
Any TWO @ 3M each (6)
A3. 2,300 (6)
A4. No = 3M It had official observers from other Christian (non-Catholic) churches = 3M (6)
A5. Any ONE change brought about by the Vatican Council (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. Because most Congolese believe that independence means freedom from taxation (6)
- A2. They have been scared off (6)
- A3. It says that workers queued each morning outside closed factory doors/ White factory owners had fled (6)
- A4. Because (inexperienced) workers blew fuses every time they turned on the power (6)
- A5. ONE reason why the UN sent troops in (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. Cape Canaveral/ Remote snake-infested swamp (6)
- A2. Civil rights/ Assassination/ Vietnam
Any TWO @ 3M each (6)
- A3. Cheap hotels/ Bars/ Girlie joints/ Neon signage (6)
- A4. A spirit of high adventure permeated the place/ Everyone at the Cape was looking up into the skies (6)
- A5. ONE reason why the Moon landing was important (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks



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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

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Full and accurate citation of one source = 3 marks

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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
fair = 8-14 marks
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EXTENDED ESSAY (60 marks)

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

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

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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> |

Review of the research process (10 marks)

This may be a stand-alone section or it may be integral to the essay.
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| <i>Section 1: DOCUMENTS-BASED QUESTION (DBQ)</i> <i>(100 marks)</i> |
|--|

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 watch over everyone/ To warn in a friendly way those who are misbehaving/ To report to ministers if necessary Any TWO @ 4M
8M
- (b) So as to be able to maintain supervision over all/ To ensure good coverage across the city
8M
- (c) Deacons were to be elected in the same way as the elders had been
8M
- (d) Diligently and well/ Open not only to the sick, but to the aged, the poor and those unable to work
8M
- (e) Those who are poor, old or unable to work, but are not actually sick
8M

Max = 40M

2. Comparison (20 marks)

- (a) An argument can be made that either document gives more information about Geneva. Document A gives a more general coverage and document B deals mostly with the city hospital.
Document A explains the role of elders and ministers in the supervision of the city and the correction of misbehaviour. It also

describes how elders were to be appointed by the Small Council and the Council of Two Hundred.

Document B is much shorter. It describes the role of the deacons in the running of the hospital, but it also gives interesting detail about the sort of persons who are not actually sick, but are to be cared for separately in the hospital.

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) Both documents agree. Document A states that the Small Council and the Council of Two Hundred have the final say in the selection of the elders who supervise city life. Document B states that deacons, who administer the city hospital, have also been selected in the same way. This means that the Council was in charge of the running of the city. Calvin wrote both documents, so this is not surprising.

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 shows that society was strictly controlled in Geneva. There seems to have been a very high level of supervision in the city with the elected elders observing all their neighbours. Those who misbehave are given a friendly warning and, if they don't mend their ways, they can be reported to the minister for fraternal correction.

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) They are both primary sources. They are extracts from the same book, Calvin's "Ecclesiastical Ordinances" (1541). It was more like a book of religious rules for life in Geneva at the time. It was written by Calvin himself, a primary central character in the city at the time.

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:

- 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 (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 stimulus-driven unit with 4/5 short questions to be attempted (maximum: 30 marks)
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The marking of parts A, B and C will proceed as follows:

- 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.
- 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.
- 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. He denounced the king (3M) He gave up the governor's sword of office to the Lord Chancellor (3M) (6)
- A2. Oxmanstown (6)
- A3. He had some military experience in one of his father's campaigns (6)
- A4. Conn Bacach O'Neill (6)
- A5. Outcome of Kildare rebellion (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

- A1. The heads of those who were killed during the day (6)
- A2. To terrorise the people (6)
- A3. It states that children's heads were part of the gruesome display (6)
- A4. Great terror came upon them (6)
- A5. Any ONE valid consequence (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. Mercilessness/ ruthlessness and calculation/ hot- and cold-bloodiness
1Any TWO @ 3M each (6)
- A2. Against who defied God's judgement (his enemies) in the wars of
1642-47 (6)
- A3. The English (6)
- A4. The Irish (6)
- A5. Any ONE area or family who lost land (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. William Lecky (6)
A2. He was forbidden to receive any education (either here or abroad) (6)
A3. No (6)
A4. Catholics were compelled to attend Protestant worship (6)
A5. Any ONE reason why Penal Laws were passed (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. Innocent (6)
A2. Unjust (6)
A3. Forgiving (3M) “I bear these men not the slightest ill-will”(3M) (6)
A4. The unhappy men who have persecuted him to death (6)
A5. ONE reason why Sheehy was brought to trial (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. Potatoes (6)
A2. It should be discontinued (6)
A3. They should diminish (as much as possible) the consumption of oats (6)
A4. A full supply of seed potatoes may be preserved/ All potatoes not reserved for seed are to be kept for the poor (6)
A5. ONE valid reason for 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 (100 marks)

Questions on one of the five topics to be answered.

Europe and the wider world: Topic 2

Europe from Renaissance to Reformation, 1492-1567

- A1. Duke of Sidonia (6)
A2. They are little, low and flat/ Built for rivers and not for the sea (6)
A3. They are risky because they are not seaworthy/ English ships could destroy them easily (6)
A4. No. Sidonia seems to expect Parma meet up with his ships, but Parma insists three times that he will not change route (6)
A5. ONE reason why the Armada was defeated (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. The Baltic Sea (6)
A2. 7% (6)
A3. Moluccas, Java, Malaya, India, Ceylon, Taiwan
Any THREE @ 2M each (6)
A4. Tea, silk, spices All THREE @ 2M each (6)
A5. ONE effect of the decline in money supply on Dutch trade in Asia (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 offered to negotiate his return (6)
A2. Joy (6)
A3. Humble and hearty thanks/ Professions of loyalty and duty (6)
A4. The Netherlands (6)
A5. The Prince returned (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. 3 o'clock (6)
A2. 150 (6)
A3. 80 or 90 (6)
A4. Ordered to repel the British from the bridge/ Ordered to load their weapons/ Ordered not to fire until the British fired first (6)
A5. Any ONE valid reason for the American revolt (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. Vienna (6)
A2. Typhus (6)
A3. Discordant/unpleasant sounds (6)
A4. Glorious/ Work of genius (6)
A5. Any TWO of Beethoven's compositions 3 + 3 (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

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