



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2014

Marking Scheme

History

Higher Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2014

MARKING SCHEME

HISTORY LATER MODERN

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) Lack of suitable accommodation/ Overcrowding (30 in one small house)/ Intolerable conditions 5M
- (b) Hitler's Blitz has destroyed the hovels where many evacuees had lived which means they will have to be rehoused 5M
- (c) Because of bad personal habits/ Because they are sub-human 5M
- (d) Poverty (absolute destitution in poorer quarters of Belfast) OR Hypocrisy (such poverty in a 'much-vaunted civilisation') 5M

2. Comparison (20 marks)

- (a) Document A or document B or neither shows a greater sympathy for the evacuees. Mark on the quality of the argument.

Document A shows the evacuees as a logistical problem (numbers and locations) rather than as real people. There is no sympathy for the unbilleteable persons as they are to blame because of their sub-human habits.

Document B shows some empathy with the evacuees. It mentions the disgraceful poverty they have endured and expresses the hope that the lot of 'these poor folk' or 'the downtrodden amongst us' will improve after the war.

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

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

- (b) Document A or document B or both offer a solution to the problems they raise. Mark on the quality of the argument.

Document A

The writer has identified overcrowding and possible disease as the problem. He suggests that Government House (Hillsborough) and other such large houses be made available to house 'respectable families' and that supervised camps be set up to house the 'absolutely unbilleteable'.

Document B

The writer has identified poverty as the underlying problem. He implies that the poor whose houses have been destroyed by Blitz will of necessity have to be rehoused and so they can look forward to new homes after the war. It could be argued that this is not a proposed solution, but merely wishful thinking or hand-wringing on the part of the writer.

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

Answer referring to one document only = 5M max

10M

3. **Criticism** (20 marks)

- (a) Document A seems to be for the most part an objective report to cabinet about the accommodation crisis. It consists primarily of facts and figures, presumably reliably gathered for the Minister by his civil servants. His conclusion, that the need for proper accommodation is urgent, is clearly based on the statistics.

It could be argued that the distinction he makes between the 'respectable families' (middle class) and the 'absolutely unbilleteable' (underclass) is based on social prejudice and is less than objective.

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) Document B is from a newspaper's leading article and is primarily intended to convey the editorial opinion on a particular issue. This extract expresses outrage at the disgraceful poverty and hope for a better future after the war.

It engages the reader at an emotional level with its imagery of destitution and destruction. The strength of the source is that it is vivid and immediate in its impact.

The weakness of document B is that it does no more than that. There is no hard statistical evidence as to the extent of the crisis or of how the crisis was to be resolved.

Document B seems genuinely shocked at the level of poverty and also at the hypocrisy of how such poverty had been tolerated in a 'much-vaunted civilisation'. The newspaper describes the poorest as the

‘downtrodden’, while Dawson Bates had blamed them for their own ‘personal habits’.

Strength and weakness each 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		10M

Answer referring to a strength, but not to a weakness
(or vice versa) = 5M max

4. Contextualisation (40 marks)

An answer which relies wholly on material taken from the documents should be marked as a paragraph equivalent with a max OE of 5.

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:

- (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)

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 one of the five topics to be answered.

Ireland: Topic 1

Ireland and the Union, 1815-1870

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Emancipation + Repeal)
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 2

Movements for political and social reform, 1870-1914

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Home Rule + land reform)
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 4

The Irish diaspora, 1840-1966

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

Ireland: Topic 5

Politics and society in Northern Ireland, 1949-1993

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Sunningdale + Anglo-Irish Agreement)
If only ONE, Max. CM = 50
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 (internal + external affairs)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40
NOTE: **How important was ...?**
Consider this when awarding CM and OE.

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
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 2

Nation states and international tensions, 1871-1920

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Bismarck + Wilhelm II)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (France + Russia)
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 (Mussolini + Hitler)
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
NOTE: TWO elements (why established + development)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40
NOTE: **How significant were ...?**
Consider this when awarding CM and OE.

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 (Palestine + India)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40
NOTE: **What was the importance of ...?**
Consider this when awarding CM and OE.

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
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
NOTE: TWO elements (how achieved + importance)
If only ONE, Max. CM = 50



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LEAVING CERTIFICATE 2014

MARKING SCHEME

HISTORY **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
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Reference to only TWO sources

excellent = 15-17 marks
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excellent = 8-9 marks
very good = 6-7 marks
good = 4-5 marks
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EXTENDED ESSAY (60 marks)

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<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

- (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;
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(Summation which is mere repetition = max 4 marks)

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

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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:

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Maximum OE = 40 marks.

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- 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 1

Reform and Reformation in Tudor Ireland, 1494-1558

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Henry VIII + Edward VI)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

Ireland: Topic 3

Kingdom v. 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
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (aims + effects)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

Ireland: Topic 5

Colony v. Kingdom – tensions in mid-18th century Ireland, 1715-1770

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

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
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
NOTE: TWO elements (why + how)
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 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: TWO elements (restoration + fall)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Newton + Leibnitz)
If only ONE, Max. CM = 50

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

Europe and the wider world: Topic 6
Empires in revolution, 1715-1775

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

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