



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2016

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 2016

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) That attendance at Nuremberg was the highest possible honour 5M
- (b) The music had an almost religious solemnity 5M
- (c) After forced marches from all over Germany, they had little sleep and long days of parading and standing guard 5M
- (d) Huge burning urns; flood-lighting by hundreds of powerful searchlights = 3M
The mystical quality of the ritual was exaggerated; lights played eerily against the sky = 2M 5M

2. Comparison (20 marks)

- (a) According to **both** documents, the appeal of Hitler's personality was greater than the appeal of his ideas

Document A mentions that there was "little enthusiasm for, or comprehension of the doctrine of Nazism, but there was a "fanatical devotion" to Adolf Hitler, "the man". Despite his banal quality and lack of charm, Hitler possessed "some quality" in his personality that "appealed to the German soul. This could be observed among the faces in the crowd.

Document B agrees, stating that the appeal of "Hitler himself" (his personality) was "far more powerful" than the appeal of "Hitler's doctrine" (his ideas). The crowd's reaction – "roar of cheers", "swaying ... in a frenzy" and "tears streaming down people's cheeks" – shows the emotional appeal of Hitler's performance.

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) The writers of **both** documents explicitly or implicitly express wonder that a person such as Hitler can command such admiration.

Document A states that "we non-Germans ... could see only a commonplace figure", someone of "banality" and a "lack of charm". At the same time it was clear to these observers that Hitler had "some quality" that gave him mass appeal among Germans. He seemed to be

a Messianic figure who enjoyed a “fanatical devotion” from his followers.

Document B describes Hitler, having left the stand, as a “small figure” who had suddenly become “drab and unimpressive”. This observation is very much at odds with the popular belief that Hitler was “endowed with superhuman qualities”. For someone who seemed so “drab and unimpressive” Hitler’s appeal to the crowd at these rallies was remarkable.

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) The writer of Document A, Charles Bewley, was the Irish representative (ambassador) in Germany from 1933 to 1936 and this account was written some thirty years later. It seems objective because he makes a clear distinction between the observations of “non-Germans” such as himself and those of the devoted Germans at the rally. Bewley might have been as impressed as many non-Germans were in 1933 by Hitler’s personality cult and his successful demagogic appeal. Because of the subsequent Holocaust and World War II he might have tried to distance himself from any possible hero worship by implying that the non-Germans at the rally were not emotionally swayed by Hitler. It is not clear from this document, but Bewley’s reports from Berlin in the 1930s enthusiastically supported Nazism and Hitler.

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 gives a clearer idea of what happened at a rally. Document A describes Hitler’s arrival and the impact he made on the crowd. Document B does much more. It describes how lighting techniques and music were used to add to the “mystic quality” of the “vast displays” at Nuremberg. It describes Hitler’s arrival and notes how the crowd “grew restless” and seemed to fall under an emotional spell due to Hitler’s performance.

Take the answer as a whole and mark on a sliding scale out of 10:

Excellent = 9-10 mks Very good = 7-8 mks Good = 5-6 mks
Fair = 3-4 mks Weak = 0-2 mks

10M

4. Contextualisation (40 marks)

The question asks about **Nazi propaganda**: What did the Rallies and/or Goebbels contribute to that propaganda?

Material which narrates the events at the Rallies and/or events from Goebbels' life without reference to their role in Nazi propaganda = no more than Fair on OE

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

One question from each of two of the six 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 (aims + extent of achievement)
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 (Davitt + Parnell)
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
NOTE: TWO elements (Dublin 1916 + Was Ireland “changed utterly”?)
If only ONE, Max. CM = 50
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
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (UK as choice of destination + assimilation)
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
NOTE: TWO elements (social and economic change + political change)
If only ONE, Max. CM = 50
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 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: THREE elements (internal affairs + external affairs + outstanding issues)
If only TWO, Max. CM = 50 If only ONE, Max. CM = 40
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

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

One question from one of the five 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 (Why European revolutions? + Why revolution in Germany failed?)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Development of Balkan nationalism + Threat to European stability)
If only ONE, Max. CM = 50
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
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (development of industry + its impact on society)
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
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 (national context + international context)
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 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

NOTE: TWO elements (strengths + weaknesses)
If only ONE, Max. CM = 50

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



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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
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

3. **Criticism (20 marks)**

- (a) Although both documents are extracts from The Ecclesiastical Ordinances written by Calvin himself, there is no direct reference to him in either one. Instead, the documents mostly deal with the duties of the elders and pastors in the administration of the church in Geneva. The elders and pastors exercised the authority of the church and they reported to various layers such as the Company of Pastors, the Small Council and the Council of Two Hundred. It seems that power and authority were delegated by Calvin and that he was not directly wielding or claiming to have sole authority. OR, These rules, written by Calvin himself, seek to control every aspect of life in Geneva including those who enforce these rules. Anybody who goes against the rules will be admonished, all areas of the city will be supervised, the pastors must uphold Calvin's teachings and those who are found unsuitable will be removed. These rules allow Calvin to have the final say over everything and, in effect, give him sole authority.

Mark answer 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) Both documents are primary sources and were written by Calvin himself in 1541. They give us an insight into the rules of the church and how they were to be put into practice. That is their main strength. This is also their main weakness. They tell us only the rules and how they were to be put in practice. We can assume that they were, but we cannot be sure that the rules were always followed and what it was really like to live in Calvin's Geneva. Document A mentions "backsliders" and "those of disorderly life", but the writer doesn't expand on what this might be.

Mark the answer on a sliding scale out of 10:

Excellent = 9-10 mks Very good = 7-8 mks Good = 5-6 mks

Fair = 3-4 mks Weak = 0-2 mks 10M

4. **Contextualisation (40 marks)**

In question 4, marking by paragraph begins.

Cumulative Mark = Max. 24 marks

Overall Evaluation = Max 16 marks

Cumulative Mark (CM)

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

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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.

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and
Section 3: EUROPE AND THE WIDER WORLD (100 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

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- (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)

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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 (200 marks)

One question from each of **two** of the six 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
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Henry VIII + Edward VI)
If only ONE, Max. CM = 50

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (land titles + religion)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (political + religious)
If only ONE, Max. CM = 50
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
NOTE: TWO elements (reasons + outcome)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Cattle Act + Navigation Act)
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
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 (strengths + weaknesses)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (why founded + its contribution)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

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

One question from one of the five 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
NOTE: TWO elements (strengths + weaknesses)
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
NOTE: TWO elements (reasons for revolt + why so long)
If only ONE, Max. CM = 50

2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (how war began + how it reflected “military revolution”)
If only ONE, Max. CM = 50

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

4. Max. CM = 60
Max. OE = 40
NOTE: THREE elements (why brought before Inquisition? + how treated + why case became famous)
If only TWO, Max. CM = 50 If only ONE, Max. CM = 40

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

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (why so many wars + consequences for France)
If only ONE, Max. CM = 50

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

3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (in France + in other countries)
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
NOTE: TWO elements (why the revolt + why revolt became a revolution)
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 6
Empires in revolution, 1715-1775

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

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