



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2018

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 2018

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

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) They rushed to buy or rent TV sets. 8M
- (b) Radio became strictly a daytime thing. 8M
- (c) They were all black and white. 8M
- (d) Television characters (like 'The Fugitive') 8M
- (e) 'Jackpot'/'Zorro'/'The Fugitive' 8M

Max = 40M

2. Comparison (20 marks)

- (a) The Cisco Kid. (Not Kit Carson) 10M
- (b) The writers of both documents both first saw television in similar conditions. Document A states that no-one on the road in Cabra where the writer lived had a television in the early 1960s. Document B states that there were very few television sets in John's Park Waterford at that time also.

The writers of both documents say that they saw their earliest television programmes, not at home but, in a neighbour's house. While maybe a dozen neighbourhood kids gathered around someone's set in Cabra, it

seemed like half of the children in John's Park were crowded into a sitting room to do likewise.

Mark quality of explanation on its merits. Both documents must be mentioned.

Reference to both documents = 5M + 5M

Max = 10M

3. Criticism (20 marks)

- (a) When the writer of document A states that “no one on our road had a TV for a long time”, this suggests that, although there was clearly a big demand among adults and children, the early sets might have been too expensive for many or that the supply of TV sets could not fulfil the demand. The writer says that when Telefís Éireann arrived, “people rushed to buy or rent sets”. This again suggests that the sudden demand far exceeded supply.

Mark quality of explanation on its merits.

10M

- (b) Document B refers to how so many children crowded into one room to watch television, so much that “it seemed that half the children in John's Park were present”. The reception of “flickering black-and-white images” might sound primitive to us, but it fascinated the children. The television characters, like the heroes of Irish legends, became a real part of the children's games and talk.

Mark quality of explanation on its merits.

10M

4. Contextualisation (20 marks)

Mark by the principle of Core Statement.

Max = 20M

Note that the question is looking for the **contribution** of RTÉ to Irish society, 1962-1972.

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

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

Ireland: Topic 1

Ireland and the Union, 1815-1870

- A1. Clare (6)
 - A2. (Vesey) Fitzgerald (6)
 - A3. Leading speakers or members of the Catholic Association (6)
 - A4. (By reference to) bands, dances and bonfires (6)
 - A5. ONE valid statement about how Emancipation was achieved (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. An organ recital (6)
 - A2. By wearing their hats (when entering the church) (6)
 - A3. He removed the hurlers from the church (6)
 - A4. Because of their iron binding (6)
 - A5. ONE valid statement on the role of Cusack or Croke in the GAA (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 3

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

- A1. Fine Gael (6)
 - A2. James Everett (6)
 - A3. Fianna Fáil (down 8) and Clann na Talmhan (down 2) (6)
 - A4. The Independents increased (from 10 to 11) (6)
 - A5. Inter-party government (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. New York (6)
A2. 300 motors, all decorated (6)
A3. Deputy mayor (6)
A4. Parade to the Opera House/ Two-mile long procession/ Hall full to overflowing/ Great send-off from Philadelphia (6)
A5. ONE valid statement about what de Valera achieved by his US visit (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. Derry (3M)
12 August 1969 (3M) (6)
A2. Apprentice Boys of Derry (6)
A3. Rival crowds (of Protestants and Catholics) began shouting at each other/ Stones and bottles were thrown (6)
A4. Fires in two shops (on William Street) (6)
A5. TWO valid aims of the Apprentice Boys of Derry 3M x 2 (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 (200 marks)

Questions on two of the six topics to be answered.

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

- A1. Cotton milling/ Children are fed, clothed and educated (6)
- A2. Cast-iron beds (3M) on straw (3M) (6)
- A3. Beef with barley broth (3M) or cheese (3M) (6)
- A4. At all times/ During times of rest and work (6)
- A5. ONE valid reason why others did not follow Owen's example (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. Hopeful/ Prayerful/ Confident/ Well-prepared/ Over-confident (6)
- A2. In splendid spirits/ They felt better prepared or informed than ever (6)
- A3. Any ONE valid specific reason (6)
- A4. They are full of confidence (6)
- A5. ONE valid statement about the outcome at the Somme, even something as blunt as "they lost" (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. Bukharin/ Rykov/ Yagoda (6)
- A2. A plot (conspiracy) to assassinate him (6)
- A3. Guilty (6)
- A4. As common criminals (such as murderers and spies) (6)
- A5. ONE valid reason why Stalin started show trials in the 1930s (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. They had been torn up (6)
A2. Two Russian tanks (dragging bodies behind them) (6)
A3. As a warning to all Hungarians (6)
A4. No (3M) Because there were only a few bodies/ not as many as the writer had expected (3M) (6)
A5. ONE valid reason why the USSR took steps to crush the Hungarian Uprising (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. 4.30pm (6)
A2. That it (the cruiser Newfoundland) had sunk an Egyptian frigate (6)
A3. Nasser (6)
A4. They captured an Egyptian destroyer (6)
A5. ONE valid statement as to how the Suez Crisis weakened Britain's world status (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. Four times (6)
A2. Calm (6)
A3. Extremely tense (6)
A4. Whether the USAF was properly dispersed (in case of a surprise attack)/ The precise manner in which Soviet ships should be intercepted (6)
A5. ONE valid statement about the outcome of the Cuban Missile Crisis (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks



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LEAVING CERTIFICATE 2018

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

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Define and justify the proposed subject of study, identifying the aims and intended approach.

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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	<i>very good</i> = 21-25 marks
	<i>good</i> = 15-20 marks
	<i>fair</i> = 8-14 marks
	<i>weak</i> = 0-7 marks

Reference to only ONE source	<i>very good</i> = 14-17 marks
	<i>good</i> = 10-13 marks
	<i>fair</i> = 5-9 marks
	<i>weak</i> = 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:

<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.
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 style="text-align: center;"><i>Section 1: DOCUMENTS-BASED QUESTION (DBQ)</i> <i>(100 marks)</i></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) With the chieftain/ his patron | 8M |
| (b) He recites/ speaks the poem | 8M |
| (c) Harp music | 8M |
| (d) Cattle, horses, clothing and precious metal | 8M |
| (e) A brood mare (for each verse of a poem) | 8M |

Max = 40M

2. Comparison (20 marks)

- (a) As can be seen in document A, the bards offer their patrons a service where they compose verses in praise of the chieftain's family and they would sit next to the chieftain in a further demonstration of loyalty at an event where the verses were performed by the bard's reciter accompanied by harp music.

A bard's output of verse depended greatly on the support of the chieftain. Therefore, as mentioned in document B, their work was for the most part in lavish praise of the chieftain and his family or lamenting the death of someone close to the chieftain.

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 show that the bards lived what might nowadays be called a “celebrity lifestyle”. Document A states that at the event where his latest poem is performed the bard gets to sit next to the chieftain, the prime position at the top table. He is then rewarded for his latest composition with a horse and harness and several possible precious stones or metal.

Document B states that the bards usually demanded and obtained substantial payments. It seems like they got whatever they wanted and so they lived very well. Cattle, horses, clothing and precious metal are listed as their rewards for boosting the chieftain’s ego, with an example given of one poet who got a brood mare for each verse written.

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 describes very simply how the bard’s latest poem was performed. It seems to have been done in a simple and direct manner. The composer sat next to the chieftain while the reciter recited the verses with a background of harp music to complement but not distract. Afterwards the bard was well rewarded for his trouble.

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) Document B is a secondary source, not a primary source. The bold heading above the text describes it as a “recent comment” on bardic poetry. If it were written by a bard or someone who was a first-hand observer during the bardic period, then it would be a primary source, but it certainly is not that. The text is cited beneath as a comment from P.A. Breathnach in *The Encyclopedia of Ireland* which was published just fifteen years ago. It is a twenty-first century comment on bardic poetry.

Mark quality of answer on its merits.

Answer to be marked on a sliding scale out of 10:

Excellent = 9-10 mks
Fair = 3-4 mks

Very good = 7-8 mks
Weak = 0-2 mks

Good = 5-6 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
- 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 (100 marks)
and
Section 3: EUROPE AND THE WIDER WORLD (200 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 (100 marks)

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

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

- A1. 13-15 years (6)
A2. They wore English clothes (such as velvet and lace) (6)
A3. Outdoors (6)
A4. Because even in frosty weather they could wade through rivers (like water spaniels) (6)
A5. Any ONE valid reason why O'Neill lost the Nine Years' War (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. The Franciscans (6)
A2. Ireland (3M) and Scotland (3M) (6)
A3. Learning/ Printing (6)
A4. Involvement in plans for a Spanish invasion of Ireland (6)
A5. Any ONE valid purpose for the founding of Irish colleges abroad (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. It was run down (6)
A2. Tapestries/ Mirrors/ Candle holders/ Upholstered furniture
Any TWO @ 3M each (6)
A3. A peal of ordnance (3M) and fireworks (3M) (6)
A4. To keep former soldiers (6)
A5. Lord Lieutenant of Ireland (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. To avenge the wrongs done to the poor/ To destroy walls and ditches (6)
- A2. Enclosure/ To enclose the commons (6)
- A3. To frighten stock-jobbers (into conceding the demands of the poor)(6)
- A4. Defending. Because they say they are “avengers of the wrongs done to the poor”/ They wish to restore access of the poor to the commons/ They tried to frighten stock-jobbers into making concessions to the poor (6)
- A5. ONE valid reason why so much agrarian unrest at the time (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. Italian style (6)
- A2. The portico of the House of Lords (6)
- A3. He said the apartments were “spacious, elegant and convenient”. (6)
- A4. He was surprised by the kitchens and the daily arrangements for feeding the MPs (6)
- A5. ONE valid example of Georgian culture other than Parliament House (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 (200 marks)

Questions on two of the six topics to be answered.

Europe and the wider world: Topic 1

Europe from Renaissance to Reformation, 1492-1567

- A1. The innkeepers (6)
- A2. They are to be punished (6)
- A3. No. Dice or cards were not allowed (6)
- A4. Not completely forbidden. Only indecent songs were banned. (6)
- A5. ONE place to which Calvinism spread beyond Geneva (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

Religion and power: politics in the later sixteenth century, 1567-1609

- A1. Because he was accused of stealing children (to send back to Italy for sale) (6)
- A2. He was whipped (6)
- A3. With stones (6)
- A4. Yes. Yes by the oldest sages of Canton (6)
- A5. The Jesuits/ Society of Jesus (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 Inquisition (6)
- A2. Theory that the planets orbit the sun/ Copernician theory (6)
- A3. He received a condemnation which was deliberately mild (6)
- A4. By mocking the opinions of the Pope (Urban VIII) (6)
- A5. ONE valid scientific discovery made by Galileo (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. Magnificent gardens/ Frequent entertainments (6)
A2. By naming those who were to accompany him on royal journeys (6)
A3. By naming those who were not to accompany him on royal journeys (6)
A4. No. It was not reasonable for the courtiers to attach such importance to something so trivial (6)
A5. ONE valid reason why Louis XIV had so many nobles at Versailles (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. Ploughing/ Sowing (6)
A2. Harrowing/ Rolling (6)
A3. Windmills (6)
A4. Feudal lord/ Landlord/ Nobles, etc (6)
A5. Any ONE valid change emerging in rural society before 1775 (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. An outbreak of prison revolt (6)
A2. An aristocratic rising (6)
A3. Paris (6)
A4. Unite (6)
A5. ONE key contribution of Robespierre to the French Revolution (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

