



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2019

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 2019

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	<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:

<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) Because they were young and well-educated. (4 + 4) 8M
- (b) They worked extremely hard. 8M
- (c) On 11 November 1958. 8M
- (d) Export-led expansion. 8M
- (e) Because it was practical and popular. (4 + 4) 8M

Max = 40M

2. Comparison (20 marks)

- (a) In Document A Whitaker mentions the need for change. He says that he and his colleagues felt that things were going so badly wrong that they should try to do something positive to pull Ireland out of the rut they were in. They worked very hard to make change happen.

Document B mentions that the Programme started a “fundamental change” in Irish economic policy. One newspaper commented that the Programme had “lit a fire” by setting a “target” for economic change.

Mark quality of explanation on its merits. Reference to both documents required. 2M + 4M + 4M Max = 10M

- (b) Document A does not give us any detail of what was to be in the Programme, except to say that Whitaker and his colleagues were expecting changes for the better “from a social and economic point of view”.

Document B refers to the Programme throughout. Having told us of when the Programme was put before the Dáil, it states that the core of Irish economic policy was to change from self-sufficiency to export-led expansion. The document gives examples of reactions from critics and supporters of the Programme and concludes that it was very popular overall because it made simple and practical sense.

Mark quality of explanation on its merits. Both documents must be mentioned. 2M + 4M + 4M Max = 10M

3. **Criticism (20 marks)**

- (a) In document A Whitaker tells us that he and his colleagues did not receive extra payment for their work. He says that here was “no hope of any reward”.

Mark quality of explanation on its merits. (5 + 5) 10M

- (b) Document B states that the number of the Programme’s supporters far outnumbered its opponents. The Programme was practical and easy to understand. Therefore, it appealed to many different people including politicians, businessmen and ordinary people, both in urban and rural areas.

Mark quality of explanation on its merits. (5 + 5) 10M

4. **Contextualisation (20 marks)**

Mark by the principle of Core Statement. Max = 20M

Note that the question is looking for **the achievements** of the First Programme for National Expansion.

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 **one** Topic from Section 2 and on **two** Topics 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. Fine field of potatoes/ In blossom and scented/ Splendid potato crop (6)
- A2. A dreadful smell from the same field/ Something had happened to those potatoes (6)
- A3. (A horse and) carriage (6)
- A4. Every field was black (3M) and every root unfit to be eaten (3M) (6)
- A5. ONE valid effect of the Famine on the population of Ireland (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. (Outside or inside) Liberty Hall/Food kitchen has been set up (6)
- A2. Peeling potatoes (3M) and cutting up meat (3M) (6)
- A3. Stoking the fire/ Fetching water/ Bringing in stacks of bread
Any TWO @ 3M each (6)
- A4. Bread (3M) and stew (3M) (6)
- A5. ONE valid statement about Murphy's role in the strike and lockout (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. Rationing of petrol (for cars)/had to use bicycles/it was wartime (6)
- A2. Bicycles (6)
- A3. Because of scarcity of newsprint/ Because there were fewer election meetings to cover (6)
- A4. Low election coverage/ Dampened-down campaign/ Danger of changing government during the war (6)
- A5. ONE valid reason why Ireland pursued a policy of neutrality (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. No. Even on a schoolday there are children out on the streets. (6)
 - A2. Juvenile delinquency/ Prostitution (6)
 - A3. As respectable people (6)
 - A4. As ignorant (3M) and lacking ambition (3M) (6)
 - A5. ONE type of work which drew many Irish emigrants to Britain (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. Because of the defeat of an anti-Sunningdale motion in Stormont (6)
 - A2. Electricity supply/ power supply (6)
 - A3. Leaders of the Ulster Workers' Council (UWC) (6)
 - A4. It had little immediate effect (6)
 - A5. ONE valid statement as to how the strike impacted on the power-sharing executive (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. Sewage/ Mud (6)
A2. To stop (erection of) barricades (6)
A3. 65 feet/ Six storeys (6)
A4. Slope had to be 45 degrees (6)
A5. ONE valid statement about improvements in public health due to Haussmann's initiatives. (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. They allocated funds to expand the navy (6)
A2. Enthusiastic/ Vain/ Loved breaking bottles over new ships (6)
A3. (Popular) enthusiasm for the navy (6)
A4. By launching the *Dreadnought* ('Quickly' ALONE = 3M) (6)
A5. ONE valid statement about the nature of the Kaiser's policy of *Weltpolitik* (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. Snow/Heavy clothing (6)
A2. Dragging trees/ timber/ logs (6)
A3. Whip (3M) and rifle (3M) (6)
A4. The men are harnessed and driven like animals/ There is one armed guard over each team of four/ Men must stand in line waiting for their turn in harness/Guard might use the whip or the gun on the prisoners/Guard looks stern/fierce (6)
A5. ONE valid reason why Stalin wanted to destroy the *kulaks* (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. The inspection of all his letters/ The confiscation of half of his letters (6)
- A2. The KGB (State security police) (6)
- A3. Visitors were being shadowed/ stalked/ followed/ spied on (6)
- A4. The tapping of his telephone/ The recording of conversations (6)
- A5. ONE valid reason why Solzhenitsyn was seen by the authorities as a dissident writer (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. Katanga (6)
- A2. It would deprive the Congo of its richest province/ of all hope of economic viability (6)
- A3. Belgian troops/Belgium (6)
- A4. To restore order in the province (Katanga) (6)
- A5. Belgium (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. (Leading an) illegal boycott (of the Montgomery bus lines) (6)
- A2. 5 December (1955) (6)
- A3. For refusing to give up her seat (to a white person) (6)
- A4. They refused to ride the city buses (of Montgomery since then) (6)
- A5. ONE valid statement about the importance of the Montgomery bus boycott for the Civil Rights movement (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2019

MARKING SCHEME

HISTORY **EARLY MODERN**

ORDINARY LEVEL

RESEARCH STUDY REPORT (RSR)
(100 marks)

TITLE OF THE STUDY (no marks)

No marks are allowed for the title, but it will be necessary to take account of the title in order to judge 'relevance of the sources to the subject' in *Evaluation of the Sources*.

OUTLINE PLAN (15 marks)

Citation of the sources = 6 marks

Other elements = 9 marks

Citation of sources

Two sources are asked for.

Full and accurate citation of one source = 3 marks

3 marks x 2 = 6 marks for two sources

Title = 1 mark

Author = 1 mark

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) Laois | 8M |
| (b) Sixteen pounds (a year) | 8M |
| (c) The Lord Deputy and Council | 8M |
| (d) Daingean (in Offaly) | 8M |
| (e) In the woods (on the granted land in Offaly) | 8M |

Max = 40M

2. Comparison (20 marks)

- (a) Both documents refer to the need for planters to have 'sufficient weapons'. Document A states that Cosby should be sufficiently armed to defend himself in Laois and in the service of the King.

Document B states that Fitzgerald should be sufficiently armed to defend himself in Offaly and in the service of the King.

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 that Cosby and Fitzgerald are to pay taxes for the same purpose, that is to pay for the upkeep of the two royal forts, one in Laois and the other at Daingean, Co Offaly. Documents A and B state this in exactly the same terms.

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

Section 2: IRELAND (100 marks)
and
Section 3: EUROPE AND THE WIDER WORLD (200 marks)

Candidates must answer on **one** Topic from Section 2 and on **two** Topics 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. People in general/ John O'Mullony (6)
A2. 22 July 1572 (6)
A3. Scian/ Knife (6)
A4. All the flesh from his scalp was removed (6)
A5. ONE valid statement explaining why Meiler McGrath was controversial (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. (South-west) Scotland (6)
A2. Because they had been evicted from their holdings (6)
A3. They sometimes knew one another already because they were "relatives, dependents and neighbours" (6)
A4. The English had more capital (money to invest) (3M) but the Scots were more determined planters (3M) (6)
A5. ONE valid reason why plantations brought friction between natives and newcomers (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. James (James II, Stuart of Scotland) (6)
A2. Alba/ Scotland (6)
A3. Protection and joy (6)
A4. Insults and outrages (6)
A5. ONE valid statement about James's fortune in Ireland in 1690 (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. High treason (3M) and rebellion (3M) (6)
A2. Because of non-appearance of a key witness (John Bridge) (6)
A3. Complicity in murder (of the missing witness) (6)
A4. He (Fr Sheehy) was found guilty (6)
A5. ONE valid reason why students went abroad to study for the
priesthood (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. 200 (6)
A2. Winetavern Street (6)
A3. Water power (3M) and steam power (3M) (6)
A4. £350,000 (6)
A5. ONE textile, other than cotton, which was made in Belfast at that time (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. Right to trade with the New World (6)
A2. To control all trade (vessels, goods, passengers) between Spain and the Indies (6)
A3. Chief navigator/ Responsibility for licensing ships' captains (6)
A4. Maps of routes and overseas territories (6)
A5. TWO New World commodities (@ 3M each) which were landed at Seville (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. A galleon (6)
A2. Don Francisco de Toledo (6)
A3. Ship's pumps were broken (3M) and its rigging in shreds (3M) (6)
A4. Come to close quarters (6)
A5. ONE effect on Spain of the defeat of the Armada (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. Dutch East India Company (6)
A2. Jon Pieterzoon Coen (6)
A3. By capturing the Banda Islands (6)
A4. To keep the price high (by reducing supply) (6)
A5. ONE rival country such as England or Spain (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. (A corps of) professional soldiers (6)
 - A2. Compulsory military service (6)
 - A3. A lifetime (6)
 - A4. Infantry/ foot soldiers (6)
 - A5. ONE valid reason why Peter built a new city on the Baltic shore (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. Denis Diderot (3M) and Jean d'Alembert (3M) (6)
 - A2. Arts and crafts (6)
 - A3. Sciences (6)
 - A4. Because the government considered many of its articles critical of them. (6)
 - A5. Brief and clear definition of the Enlightenment (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. 19 (6)
 - A2. High treason (6)
 - A3. Because she was Austrian/ not French/ suspected of being ally of France's enemies (6)
 - A4. She was condemned to death/ executed/guillotined (6)
 - A5. Brief and clear definition of the Reign of Terror (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Blank Page

