



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**LEAVING CERTIFICATE 2009**

**MARKING SCHEME**

**HISTORY**

**HIGHER LEVEL**





Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**LEAVING CERTIFICATE 2009**

**MARKING SCHEME**

**HISTORY  
LATER MODERN**

**HIGHER LEVEL**





**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

# **LEAVING CERTIFICATE 2009**

## **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

<b><i>Historical knowledge – 25 marks</i></b> Thorough, accurate and relevant to the title	<b><i>Excellent:</i></b> 21-25 <b><i>Very good:</i></b> 16-20 <b><i>Good:</i></b> 11-15 <b><i>Fair:</i></b> 6-10 <b><i>Weak:</i></b> 0-5
<b><i>Research skills – 15 marks – Such as</i></b> Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	<b><i>Excellent:</i></b> 13-15 <b><i>Very good:</i></b> 10-12 <b><i>Good:</i></b> 7-9 <b><i>Fair:</i></b> 4-6 <b><i>Weak:</i></b> 0-3
<b><i>Presentation – 10 marks</i></b> Literacy Coherence Structure	<b><i>Excellent:</i></b> 9-10 <b><i>Very good:</i></b> 7-8 <b><i>Good:</i></b> 5-6 <b><i>Fair:</i></b> 3-4 <b><i>Weak:</i></b> 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

<p><b>Section 1: DOCUMENTS-BASED QUESTION (DBQ) (100 marks)</b></p>
---

**1. Comprehension (20 marks)**

- |     |   |    |
|-----|---|----|
| (a) | The South Jackson line  | 5M |
| (b) | Domestic workers going to their jobs  | 5M |
| (c) | Negroes by the dozen forming a file on the sidewalk<br>Cars strung out for six or seven blocks in each direction<br>Area around church looked like Cramton Bowl at big football game<br>Thousands of voices joined in singing<br>Any ONE of the above | 5M |
| (d) | People were silent, well-disciplined, determined, almost soldierly<br>Any ONE of the above  | 5M |

**2. Comparison (20 marks)**

- (a) Comments must relate to Documents A **and** B

Document A

“A miracle had taken place” Because participation in the protest exceeded expectations, MLK put it down to divine intervention

Document B

Protest meeting was actually held in a church (Holt Street Baptists)  
The protesters’ approach to the church was silent/ritualistic (qualities associated with organised prayer)  
A minister said a prayer as part of the protest meeting.  
The protest meeting was like an “old-fashioned revival”

Answer referring to one document only = 5M max

*Each document to be marked as follows:*

Excellent = 5 mks	Very good = 4 mks	Good = 3 mks	
Fair = 2 mks	Weak = 0-1 mk		10M

- (b) Comments must relate to Documents A **and** B

Document A

MLK had hoped for 60% co-operation in the boycott and was surprised that they got almost 100%. It implies that MLK himself had doubted that black people had the discipline to fully support the boycott.



#### 4. Contextualisation (40 marks)

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:

<b>Excellent:</b> 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
<b>Very good:</b> 8-10 marks	Very good material, accurately and clearly expressed.
<b>Good:</b> 6-7 marks	Worthwhile information, reasonably well expressed.
<b>Fair:</b> 3-5 marks	Limited information/barely expressed
<b>Poor:</b> 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:

<b>Excellent:</b> 14-16 marks
<b>Very good:</b> 11-13 marks
<b>Good:</b> 6-10 marks
<b>Fair:</b> 4-5 marks
<b>Weak:</b> 2-3 marks
<b>Very weak:</b> 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)

<b>Excellent:</b> 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
<b>Very good:</b> 8-10 marks	Very good material, accurately and clearly expressed.
<b>Good:</b> 6-7 marks	Worthwhile information, reasonably well expressed.
<b>Fair:</b> 3-5 marks	Limited information/barely stated.
<b>Poor:</b> 0-2 marks	Trivial/irrelevant/grave errors.

**Overall Evaluation (OE)** (Maximum = 40 marks)

<b>Excellent:</b> 34-40 marks	Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage.
<b>Very good:</b> 28-33 marks	Very good – but not excellent - in its treatment of the set question, ie: accurate and substantial.
<b>Good:</b> 22-27 marks	Good standard treatment of the set question, without being exceptional in the information or the commentary supplied.
<b>Fair:</b> 16-21 marks	Fair attempt at the set question, but has identifiable defects, eg: incomplete coverage, irrelevant data, factual inaccuracies.
<b>Weak:</b> 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
<b>Very weak:</b> 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  
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 (Butt + 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
2. Max. CM = 60  
Max. OE = 40
3. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (Economy + Anglo-Irish relations)  
If only ONE, Max. CM = 50
4. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (North + South)  
If only ONE, Max. CM = 50

*Ireland: Topic 4*

**The Irish diaspora, 1840-1966**

1. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (Factors at home + abroad)  
If only ONE, Max. CM = 50
2. Max. CM = 60  
Max. OE = 40
3. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (why? + to what extent?)  
If only ONE, Max. CM = 50
4. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (aims + achievements)  
If only ONE, Max. CM = 50

*Ireland: Topic 5*  
**Politics and society in Northern Ireland, 1949-1993**

1.    Max. CM     = 60  
      Max. OE     = 40  
      NOTE: TWO elements (Brookeborough + O'Neill)  
      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 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
  
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
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  
NOTE: TWO elements (causes + effects)  
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 3*  
**Dictatorship and democracy in Europe, 1920-1945**

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 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 (internal + external)  
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 5*  
**European retreat from empire and the aftermath, 1945-1990**

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



Coimisiún na Scrúduithe Stáit  
State Examinations Commission

**LEAVING CERTIFICATE 2009**

**MARKING SCHEME**

**HISTORY  
EARLY MODERN**

**HIGHER LEVEL**





**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

# **LEAVING CERTIFICATE 2009**

## **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

<b><i>Historical knowledge – 25 marks</i></b> Thorough, accurate and relevant to the title	<b><i>Excellent:</i></b> 21-25 <b><i>Very good:</i></b> 16-20 <b><i>Good:</i></b> 11-15 <b><i>Fair:</i></b> 6-10 <b><i>Weak:</i></b> 0-5
<b><i>Research skills – 15 marks – Such as</i></b> Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	<b><i>Excellent:</i></b> 13-15 <b><i>Very good:</i></b> 10-12 <b><i>Good:</i></b> 7-9 <b><i>Fair:</i></b> 4-6 <b><i>Weak:</i></b> 0-3
<b><i>Presentation – 10 marks</i></b> Literacy Coherence Structure	<b><i>Excellent:</i></b> 9-10 <b><i>Very good:</i></b> 7-8 <b><i>Good:</i></b> 5-6 <b><i>Fair:</i></b> 3-4 <b><i>Weak:</i></b> 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) **Two** qualities of a good wife from Document B @ 3M each  
Henry's opinion of Catherine from Document A @ 4M 10M
- (b) The more convincing: Henry OR Catherine?

Comment on each document. Mark each 0-5 according to quality

Excellent = 5 mks      Very good = 4 mks      Good = 3 mks  
Fair = 2 mks              Weak = 0-1 mk

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

**4. Contextualisation (40 marks)**

In question 4, marking by paragraph begins.

**Cumulative Mark** = Max. 24 marks  
TWO elements (new church and new society)  
If only ONE, Max. CM = 20 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:

<b><i>Excellent:</i></b> 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
<b><i>Very good:</i></b> 8-10 marks	Very good material, accurately and clearly expressed.
<b><i>Good:</i></b> 6-7 marks	Worthwhile information, reasonably well expressed.
<b><i>Fair:</i></b> 3-5 marks	Limited information/barely expressed
<b><i>Poor:</i></b> 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:

<b><i>Excellent:</i></b> 14-16 marks
<b><i>Very good:</i></b> 11-13 marks
<b><i>Good:</i></b> 6-10 marks
<b><i>Fair:</i></b> 4-5 marks
<b><i>Weak:</i></b> 2-3 marks
<b><i>Very weak:</i></b> 0-1 mark

In awarding OE marks, the examiner should not expect answers of more than 40% in quantity as regards 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)

<b>Excellent:</b> 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
<b>Very good:</b> 8-10 marks	Very good material, accurately and clearly expressed.
<b>Good:</b> 6-7 marks	Worthwhile information, reasonably well expressed.
<b>Fair:</b> 3-5 marks	Limited information/barely stated.
<b>Poor:</b> 0-2 marks	Trivial/irrelevant/grave errors.

**Overall Evaluation (OE)**

(Maximum = 40 marks)

<b>Excellent:</b> 34-40 marks	Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage.
<b>Very good:</b> 28-33 marks	Very good – but not excellent - in its treatment of the set question, ie: accurate and substantial.
<b>Good:</b> 22-27 marks	Good standard treatment of the set question, without being exceptional in the information or the commentary supplied.
<b>Fair:</b> 16-21 marks	Fair attempt at the set question, but has identifiable defects, eg: incomplete coverage, irrelevant data, factual inaccuracies.
<b>Weak:</b> 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
<b>Very weak:</b> 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*

#### **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  
NOTE: TWO elements (How? + Why?)  
If only ONE, Max. CM = 50
4. Max. CM = 60  
Max. OE = 40

#### *Ireland: Topic 2*

#### **Rebellion and conquest in Elizabethan Ireland, 1558-1603**

1. Max. CM = 60  
Max. OE = 40
2. Max. CM = 60  
Max. OE = 40
3. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (Why? + What consequences?)  
If only ONE, Max. CM = 50
4. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (Aims + Achievements)  
If only ONE, Max. CM = 50

*Ireland: Topic 3*

**Kingdom and Colony: The struggle for mastery in Ireland, 1603-1660**

1. Max. CM = 60  
Max. OE = 40  
NOTE: THREE elements (political + social + religious)  
If only TWO, Max. CM = 50  
If only ONE, Max CM = 40
2. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements  
(How he made enemies + how important in his trial and fall)  
If only ONE, Max. CM = 50
3. Max. CM = 60  
Max. OE = 40  
NOTE: THREE elements (Gaelic Irish + Old English + New English)  
If only TWO, Max. CM = 50  
If only ONE, Max CM = 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  
(Achievements + How achievements were overturned)  
If only ONE, Max. CM = 50
4. Max. CM = 60  
Max. OE = 40

*Ireland: Topic 5*

**Colony versus kingdom – tensions in mid-18<sup>th</sup> century Ireland, 1715-1770**

1. Max. CM = 60  
Max. OE = 40
2. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (Who were they? + How successful?)  
If only ONE, Max. CM = 50
3. Max. CM = 60  
Max. OE = 40
4. Max. CM = 60  
Max. OE = 40  
NOTE: THREE elements (Why? + How? + Outcome?)  
If only TWO, Max. CM = 50  
If only ONE, Max CM = 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
3. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements  
(Why government policy? + How was support secured?)  
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 2*

**Religion and power: politics in the later 16<sup>th</sup> century, 1567-1609**

1. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (For Spain? + For Europe?)  
If only ONE, Max. CM = 50
2. Max. CM = 60  
Max. OE = 40
3. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (Techniques + How successful?)  
If only ONE, Max. CM = 50
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
2. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (Formation of empire + Impact)  
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*  
**Europe in the age of Louis XIV, 1660-1715**

1. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (political + financial)  
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 5*  
**Establishing Empires, 1715-1775**

1. Max. CM = 60  
Max. OE = 40
  
2. Max. CM = 60  
Max. OE = 40  
NOTE: TWO elements (reform Prussia + expand its borders)  
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, 1775-1815**

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





