



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

**Leaving Certificate 2023**

**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 2023**

## **MARKING SCHEME**

### **HISTORY** **Later Modern**

### **ORDINARY LEVEL**

## Online Marking Annotations/Abbreviations

Symbol	Description	Denoting
	Tick with number	Tick with value of marks awarded (e.g., 5 marks)
	Tick (blank)	Valid/correct/relevant/of merit (a blank tick does not award any marks)
	Zero	Zero marks awarded
	Cross/X (blank)	Invalid/incorrect/irrelevant
	Vertical wavy	Page/section seen by examiner
	Horizontal line	Underline
<b>NR</b>	No Response	Question not answered
<b>Extra A</b>		Refers to the alternative set of questions on page 15 of the examination paper.
<b>Third-A</b> <b>Third-B</b> <b>Third-C</b>		Refers to answers in the candidate's third topic, for which the marks have been re-inserted by the examiner.
	X-6 (minus 6 marks)	A number of scripts may require marks to be deducted, depending on the choice of questions answered.

### **Note on the marking of the Ordinary Level History adjustments, 2023:**

The assessment arrangements for Leaving Certificate Ordinary Level History in 2023 gave candidates the option of following one of two sets of instructions, as set out on the front of the examination paper. The online marking system awards marks to the two highest scoring topics answered in Section 2 and Section 3 of the examination paper. The marking panel has extra lines, labelled "Extra A", "Third A", "Third B" and "Third C" to enable the examiner to enter marks for the third valid set of answers.

The line "Extra A" refers specifically to the extra Part A that appeared on page 15 of the examination paper, while "Third A" can refer to any of the other Part A questions on the examination paper.

In some cases where more than the required number of Part A questions were attempted, marks for "Extra A" (p. 15 of the examination paper) are deducted in order to insert marks in the "Third-A" line for a higher scoring Part A from elsewhere on the examination paper.

**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 (e.g.: 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 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 BOTH sources	<b>Very good:</b>	21-25 marks
	<b>Good:</b>	15-20 marks
	<b>Fair:</b>	8-14 marks
	<b>Weak:</b>	0-7 marks
Reference to only ONE source	<b>Very good:</b>	14-17 marks
	<b>Good:</b>	10-13 marks
	<b>Fair:</b>	5-9 marks
	<b>Weak:</b>	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:

<b>Historical knowledge – 25 marks</b>	<b>Very good:</b>	21-25
Thorough	<b>Good:</b>	15-20
accurate	<b>Fair:</b>	8-14
and relevant to the title	<b>Weak:</b>	0-7
<b>Research skills – 15 marks</b>	<b>Excellent:</b>	13-15
Study chosen is one of historical significance	<b>Very good:</b>	10-12
(not obscure or trivial)	<b>Good:</b>	7-9
Fair and balanced treatment of issues	<b>Fair:</b>	4-6
Shows appropriate depth of investigation	<b>Weak:</b>	0-3
<b>Presentation – 10 marks</b>	<b>Very good:</b>	8-10
Structure	<b>Good:</b>	6-7
Appropriate length	<b>Fair:</b>	4-5
	<b>Weak:</b>	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 marks

***Good:*** 6-7 marks

***Fair:*** 4-5 marks

***Weak:*** 0-3 marks

**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) The electricity grid   | 8M |
| (b) It was out of operation  | 8M |
| (c) They were shut   | 8M |
| (d) Most petrol stations were closed/couldn't get petrol                           | 8M |
| (e) Hospitals were having difficulties/water and sewage services were under threat | 8M |

Max = 40M

**2. Comparison (20 marks)**

- (a) Document B describes the impact of the strike on agriculture in more detail.

In document A, the only mention of agriculture is at the end where it is stated that "supplies of feedstuffs to farmers had stopped".

Document B gives more information about why animal feed is in short supply. Lack of electricity halted mills, causing a shortage of animal feed. The document says that livestock on farms "were dying". Also, road blocks meant that milk could not be delivered and therefore had to be "poured down drains".

Mark quality of explanation on its merits. Reference to both documents required.

2M + 4M + 4M

Max = 10M

(b) Document B gives Faulkner's attitude to the London government.

There is no mention of Faulkner or the London government in document A.

Document B states that Faulkner "felt betrayed" by the London government. He has not been given enough help to cope with all the problems caused by the strike.

Identification of doc B and quote from doc B required.      5M + 5M      Max = 10M

**3. Criticism (20 marks)**

(a) Answer could include the points such as:

- Brian Faulkner was the leader of the power-sharing executive in 1974 which makes his perspective relevant and useful as a historical source.
- His memoirs were published in 1978, so there is not too long a gap between the events as they occurred and the events as they are recalled. The events of 1974 were relatively fresh in his mind when he wrote his memoirs. [Faulkner died in 1977.]
- He gives an account of how he was personally affected by the strike, "no morning mail", telephones "weak and indistinct".
- He also describes the impact of the strike on public life in NI. He gives the government perspective on issues such as electricity and gas supply, water and sewerage services, food supplies, etc.

Look for two reasons.      5M + 5M      Max = 10M

(b) Accept either primary or secondary provided a valid reason is given.

Primary source: Don Anderson reported on the UWC strike as it happened and was an eye-witness to the events he describes. He is therefore a primary source.

**OR**

Secondary source: this book of recollections was published in 2022, nearly 50 years after the events it describes. In 2022, Don Anderson is not giving a primary account of events in 1974, but is reflecting back on them nearly 50 years later. Therefore, this should be taken as a secondary source.

Primary/secondary and a valid reason      5M + 5M      Max = 10M

**4. Contextualisation (20 marks)**

What arguments were made for and/or against the Sunningdale Agreement?

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 DBQ, the examiner will be looking to award 5 marks each to four Core Statements for the full 20 marks allocation.

**Section 2: IRELAND *and***  
**Section 3: EUROPE AND THE WIDER WORLD**  
**(300 marks)**

Each Topic is divided into three parts:

- A. A stimulus-driven unit with 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:

<b>Excellent:</b>	9-10 marks
<b>Very good:</b>	7-8 marks
<b>Good:</b>	5-6 marks
<b>Fair:</b>	3-4 marks
<b>Poor:</b>	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**

#### *Ireland: Topic 1*

#### **Ireland and the Union, 1815-1870**

- A1. They were slow to provide free food (6)
- A2. They provided free boilers/gave money to local committees to buy food (6)
- A3. When the government set up soup kitchens (6)
- A4. They continued to supply clothing (6)
- A5. ONE valid cause (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. Flags (3m) and triumphal arches (3m) (6)
- A2. On a football pitch/at the edge of the city (6)
- A3. With the Orange Order's insignia (6)
- A4. Young men/Guard of Honour (6)
- A5. ONE valid reason (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. Around 1,000 people (6)
- A2. (The closing ceremonies of) the Eucharistic Congress (6)
- A3. They listened to the wireless/radio/loudspeakers (6)
- A4. To allow members of staff go to Dublin for the end of the Congress/  
for a holiday (6)
- A5. ONE valid reason (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. Shops (3m) and tenements (3m) (6)
- A2. People were buying and selling goods/pavements crowded/carts/crowds (6)
- A3. By donkey cart (6)
- A4. Fish, oranges and cheese (Any two, 3m + 3m) (6)
- A5. ONE valid reason (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

*Ireland: Topic 6*  
**Government, economy and society in the Republic of Ireland, 1949-1989**

- A1. The need for increased economic development (6)
- A2. The campaign for the restoration of the Irish language (6)
- A3. President de Valera was keeping an eye on him (6)
- A4. The question of partition must be agreed between the Irish (6)
- A5. ONE valid achievement (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

**Extra Part A questions on page 15 of the examination paper:**

- A1. The annual parade of Apprentice Boys (6)
- A2. 1,000 police (6)
- A3. A police station was stoned/a car was set on fire (6)
- A4. Police baton-charged the crowd (6)
- A5. ONE valid reason (6)

### SECTION 3: EUROPE AND THE WIDER WORLD

#### *Europe and the wider world: Topic 1*

#### **Nationalism and state formation in Europe, 1815-1871**

- A1. Fresh air/green spaces (6)
- A2. He landscaped the Bois de Boulogne/created new parks/boulevards/  
planted trees (6)
- A3. He built an aqueduct (3m) and a huge reservoir (3m) (6)
- A4. He provided a new system of sewers (6)
- A5. Napoleon III (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. 400 women (6)
- A2. Overalls (6)
- A3. On railways/as news vendors/bootblacks/lamplighters/barbers  
(Any two for 3m + 3m) (6)
- A4. Tommy would be the housekeeper while his wife earned the wages (6)
- A5. ONE valid contribution (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. In Munich (3m) in November 1921 (3m) (6)
- A2. That he was "unimportant"/insignificant/natural-born orator (6)
- A3. His voice rose almost to a scream (6)
- A4. It was stabbed in the back (6)
- A5. ONE valid point (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. October 1973 (6)
- A2. Strict oil controls (6)
- A3. The price of food went up/inflation (6)
- A4. Fuel conservation/development of alternative energy sources (6)
- A5. One valid point (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. Belgium (6)
- A2. Patrice Lumumba/the Prime Minister (3m) by rivals (3m) (6)
- A3. He stole money/stashed billions in foreign banks (6)
- A4. He destabilised Angola (6)
- A5. ONE valid reason (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. The White House (6)
- A2. On the White House lawn (6)
- A3. An underground bunker (in West Virginia) (6)
- A4. In the White House bomb shelter (6)
- A5. ONE valid outcome (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 2023**

## **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	<p><b>Very good:</b> 21-25 marks</p> <p><b>Good:</b> 15-20 marks</p> <p><b>Fair:</b> 8-14 marks</p> <p><b>Weak:</b> 0-7 marks</p>
Reference to only ONE source	<p><b>Very good:</b> 14-17 marks</p> <p><b>Good:</b> 10-13 marks</p> <p><b>Fair:</b> 5-9 marks</p> <p><b>Weak:</b> 0-4 marks</p>

## EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

The historical essay should be assessed as a unit and a mark out of 50 awarded as follows:

<p><b>Historical knowledge – 25 marks</b></p> <p>Thorough accurate and relevant to the title</p>	<p><b>Very good:</b> 21-25</p> <p><b>Good:</b> 15-20</p> <p><b>Fair:</b> 8-14</p> <p><b>Weak:</b> 0-7</p>
<p><b>Research skills – 15 marks</b></p> <p>Study chosen is one of historical significance (not obscure or trivial) Fair and balanced treatment of issues Shows appropriate depth of investigation</p>	<p><b>Excellent:</b> 13-15</p> <p><b>Very good:</b> 10-12</p> <p><b>Good:</b> 7-9</p> <p><b>Fair:</b> 4-6</p> <p><b>Weak:</b> 0-3</p>
<p><b>Presentation – 10 marks</b></p> <p>Structure Appropriate length</p>	<p><b>Very good:</b> 8-10</p> <p><b>Good:</b> 6-7</p> <p><b>Fair:</b> 4-5</p> <p><b>Weak:</b> 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 marks

***Good:*** 6-7 marks

***Fair:*** 4-5 marks

***Weak:*** 0-3 marks

**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) From England                                      | 8M |
| (b) Food (4m) and accommodation (4m) for the soldiers | 8M |
| (c) Lack of justice                                   | 8M |
| (d) In city households                                | 8M |
| (e) On the quayside                                   | 8M |

Max = 40M

**2. Comparison (20 marks)**

- (a) Yes, both documents show that the soldiers faced many difficulties in Ireland.

Doc A says the soldiers “always lack money, food and clothes”. The citizens of Dublin are forced to feed and accommodate the soldiers but are never paid for their services, and therefore the citizens must resent the presence of the soldiers.

Doc B states that there was “much resentment” of the soldiers in city households. There was no hospital for sick or wounded soldiers who had to lie “under shelters in the streets”.

Mark quality of explanation on its merits.  
Reference to both documents required.

2M + 4M + 4M

Max = 10M

(b) Yes, both documents show that the military presence in Dublin caused problems for the city.

Doc A states that Dublin has been “reduced to poverty” by the presence of the soldiers. It explains that the citizens of Dublin were forced to provide food and accommodation for the soldiers but were never paid for their services.

Doc B says that the lodging of troops in city households has caused “much resentment”. Sick and wounded soldiers are left lying in the streets. The presence of the soldiers has put pressure on food supplies and “caused prices to soar”. There is an increased risk of “infectious disease” outbreaks. The soldiers required weapons and gunpowder, but the storage of gunpowder on the city quays led to a “massive explosion” in 1597, which caused the deaths of 126 people and “much damage” to property in the city.

Mark quality of explanation on its merits.  
Reference to both documents required.

2M + 4M + 4M

Max = 10M

### **3. Criticism (20 marks)**

(a) Document A is a useful historical evidence about life in 1590s Dublin.

Answer could include points such as:

- It is a primary source, written in 1596, which provides an eye-witness account of Dublin in the mid-1590s.
- It describes the impact of an important event (Nine Years’ War) on Dublin.
- It is written from an English point-of-view (“an English military official in Ireland”) but does not seem to be biased against the Irish. In fact, he criticises the “lack of justice” in Ireland and calls for a “just solution” to be found.
- He gives the perspective of the soldiers who lack money, clothes and food, and the perspective of the citizens of Dublin who are “never paid” for their services.

Look for two reasons.

5M + 5M

Max = 10M

(b) Document B is a secondary source because it is written by an historian, Colm Lennon, in a book which was published in 1994. Colm Lennon was not present to witness events in Dublin in the 1590s, around 400 years before his book was published.

Secondary source and a valid explanation 5M + 5M

Max = 10M

**4. Contextualisation (20 marks)**

In what ways did Dublin change during the reign of Elizabeth I, 1558-1603?

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 DBQ, the examiner will be looking to award 5 marks each to four Core Statements for the full 20 marks allocation.

**Section 2: IRELAND and**  
**Section 3: EUROPE AND THE WIDER WORLD**  
**(300 marks)**

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:

<b>Excellent:</b>	9-10 marks
<b>Very good:</b>	7-8 marks
<b>Good:</b>	5-6 marks
<b>Fair:</b>	3-4 marks
<b>Poor:</b>	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**

#### *Ireland: Topic 1*

#### **Reform and Reformation in Tudor Ireland, 1494-1558**

- A1. Irish minstrels/rhymers/bards/story tellers (6)
  - A2. In the Pale (6)
  - A3. Compose a poem in honour of any person except the King (6)
  - A4. The loss of his goods (3m) and imprisonment (3m) (6)
  - A5. ONE valid point (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

#### *Ireland: Topic 3*

#### **Kingdom v. colony: the struggle for mastery in Ireland**

- A1. In Waterford (3m), in 1588 (3m) (6)
  - A2. Irish Franciscans (6)
  - A3. He considered some of Rinuccini's actions mistaken (6)
  - A4. A history of the Franciscan order (6)
  - A5. ONE valid achievement (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. Butchers who had shops (not street traders) (6)
  - A2. Textiles such as stockings, linen and woollen cloth (2 x 3m) (6)
  - A3. Food stuffs such as butter, cheese and bacon (2 x 3m) (6)
  - A4. Traders carrying goods in their arms (6)
  - A5. ONE valid export (e.g. wool, butter, etc.) (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. The house of the parish clerk of Affane, Co. Waterford (6)
- A2. That he would be buried alive (6)
- A3. Disaffected/disloyal tunes (6)
- A4. They paraded up and down the street/they fired several shots (6)
- A5. ONE valid reason (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. It was a seminary for training Irish priests (6)
- A2. The French Revolution (6)
- A3. Moderate Catholic support (6)
- A4. They came from humbler social backgrounds/had stronger political views (6)
- A5. ONE valid problem (6)

B - Max CM = 20 marks Max OE = 10 marks

C - Max CM = 30 marks Max OE = 10 marks

**Extra Section A questions on page 15 of the examination paper:**

- A1. English point-of-view (3m) and one reason (3m) (6)
- A2. October 1598 (6)
- A3. Broke into rebellion/joined with Tyrone's forces/spoiled the countryside/  
burnt the villages/ pulled down the houses and castles of the English  
undertakers (2 x 3m) (6)
- A4. They should have built castles/ should have brought over more English  
colonists/ they kept Irish servants who betrayed them/ they put up no  
resistance (6)
- A5. ONE valid outcome (6)

### SECTION 3: EUROPE AND THE WIDER WORLD

#### *Europe and the wider world: Topic 1*

#### **Europe from Renaissance to Reformation, 1492-1567**

- A1. King Ferdinand (3m) and Queen Isabella (3m) (6)
- A2. Spices/cotton/aloe wood/slaves (6)
- A3. The Christian faith and piety of the King and Queen (6)
- A4. Their souls will be saved (6)
- A5. Success/failure (3m) and ONE valid reason (3m) (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. They sent fireships among the Spanish fleet (6)
- A2. Near Calais (6)
- A3. With panic (6)
- A4. They lost 16 ships (3m) and 5,000 men (3m) (6)
- A5. ONE valid aim (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 invention of a new spy-glass/telescope (6)
- A2. He made a better one (6)
- A3. To demonstrate it before the entire Senate (6)
- A4. To look at distant ships through the telescope (6)
- A5. ONE valid way (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. In exotic birds (6)  
A2. A packet of exotic herb, including tea (6)  
A3. Tea (6)  
A4. No (3m), it was a drink reserved for the well-off (3m) (6)  
A5. ONE valid purpose (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. At 6 a.m. (6)  
A2. Say a short prayer (6)  
A3. History (6)  
A4. (Horse) riding (6)  
A5. ONE valid achievement (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. From the 1770s onwards (6)  
A2. A huge increase in textile production (6)  
A3. It made up for the lack of water power in Manchester (6)  
A4. Canals (6)  
A5. ONE valid problem (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

## Appendix 1



# Coimisiún na Scrúduithe Stáit

## *Marcanna Breise as ucht freagairt trí Ghaeilge*

Léiríonn an tábla thíos an méid marcanna breise ba chóir a bhronnadh ar iarrthóirí a ghnóthaíonn níos mó ná 75% d'iomlán na marcanna.

N.B. Ba chóir marcanna de réir an ghnáthrata a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin a **shlánú** síos.

### *Tábla 400 @ 10%*

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 400 marc san iomlán ag gabháil leo agus inarb é 10% gnáthrata an bhónais.

Bain úsáid as an ghnáthrata i gcás 300 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
301 - 303	29
304 - 306	28
307 - 310	27
311 - 313	26
314 - 316	25
317 - 320	24
321 - 323	23
324 - 326	22
327 - 330	21
331 - 333	20
334 - 336	19
337 - 340	18
341 - 343	17
344 - 346	16
347 - 350	15

Bunmharc	Marc Bónais
351 - 353	14
354 - 356	13
357 - 360	12
361 - 363	11
364 - 366	10
367 - 370	9
371 - 373	8
374 - 376	7
377 - 380	6
381 - 383	5
384 - 386	4
387 - 390	3
391 - 393	2
394 - 396	1
397 - 400	0







