



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

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 2022

MARKING SCHEME

HISTORY **Later Modern**

ORDINARY LEVEL

Online Marking Annotations

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	Invalid/incorrect/irrelevant
	Vertical wavy	Page/section seen by examiner
	Horizontal line	Underline
NR	No Response	Question not answered

Note: some annotations may not be relevant to particular scripts.

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	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:

<p>Historical knowledge – 25 marks</p> <p>Thorough accurate and relevant to the title</p>	<p>Very good: 21-25</p> <p>Good: 15-20</p> <p>Fair: 8-14</p> <p>Weak: 0-7</p>
<p>Research skills – 15 marks</p> <p>Study chosen is one of historical significance (not obscure or trivial)</p> <p>Fair and balanced treatment of issues</p> <p>Shows appropriate depth of investigation</p>	<p>Excellent: 13-15</p> <p>Very good: 10-12</p> <p>Good: 7-9</p> <p>Fair: 4-6</p> <p>Weak: 0-3</p>
<p>Presentation – 10 marks</p> <p>Structure</p> <p>Appropriate length</p>	<p>Very good: 8-10</p> <p>Good: 6-7</p> <p>Fair: 4-5</p> <p>Weak: 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) To study the university issue | 8M |
| (b) At the Guildhall/in Derry | 8M |
| (c) The Prime Minister's (private) room | 8M |
| (d) Terence O'Neill | 8M |
| (e) Documents (4m) and maps (4m) | 8M |

Max = 40M

2. Comparison (20 marks)

- (a) Yes, both documents give a reason for the protest.

In document A, it states that when people learned that Coleraine rather than Derry had been chosen as the site for the new university there was a feeling of "disbelief" in the city and a public meeting was called to plan a protest against the decision.

Document B says a protest motorcade was organised "objecting to the decision to establish a second university at Coleraine instead of Derry".

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

2M + 4M + 4M

Max = 10M

- (b) Both documents agree that Stormont was the destination of the motorcade. Doc A says “a motorcade to parliament buildings at Stormont” was organised. Doc B says the motorcade arrives in Belfast and also that the 2,000 vehicles in the motorcade “then left Stormont” when the protest was over. In doc A it is said that “most of the cars in the city” of Derry took part in the motorcade, which implies it was impressive even though this is not directly stated. The writer describes the parliament building as “impressive” and also that the crowd of protestors gathered in front of the building was impressive. Doc B gives factual details about the motorcade but does not describe it as “impressive”. It says the motorcade “arrived in Belfast”. It also says that the “motorcade of 2,000 vehicles” left Stormont and caused some traffic disruption as cars returned to Derry. This implies it was a significant protest, but the word “impressive” is not used.

Reference to both documents required.

5M + 5M

Max = 10M

3. *Criticism* (20 marks)

(a) Answers could include the points such as:

- Doc A is an extract from an autobiography in which Bishop Daly writes about his own life. An autobiography tells of events from the writer’s point-of-view.
- He is able to give details of what was happening in Derry at the time of the protest, such as the public meeting in the Guildhall and the “feeling of disbelief” that people had.
- He describes the motorcade to Derry and says “It was my first time at Stormont”, which shows he was present at the protest.
- He gives his personal reaction to the protest, saying it was “impressive”, showing he took part in the events that day.

Look for two examples.

5M + 5M

Max = 10M

(b) Answers could include the points such as:

- A newspaper article is a primary source written at the time of the events described.
- This report describes events which happened “yesterday” so it was right up-to-date when it was published.
- It gives us factual information about when, where and why the protest was held.
- It tells us who was involved.
- It includes a quote from one of the leaders, John Hume.

Look for two points, well developed.

5M + 5M

Max = 10M

4. Contextualisation (20 marks)

Why was Coleraine, rather than Derry, chosen as the site of Northern Ireland’s second university?

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

LC 2022: Candidates must answer on **two** Topics from Section 2 and Section 3.

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:

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

Ireland: Topic 1

Ireland and the Union, 1815-1870

- A1. Public houses/horse races/theatres (6)
- A2. 15 acres (6)
- A3. With the bishop's consent/permission (6)
- A4. Specially trained preachers (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 2

Movements for political and social reform, 1870-1914

- A1. Clonea Hurling Club (6)
- A2. From substantial landholders/farms of over 100 acres (6)
- A3. James (3m) and Percy (3m) (6)
- A4. Member of Kerry all-Ireland winning football team (6)
- A5. ONE valid contribution (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. Downing Street/London (3m), 11 October 1921 (3m) (6)
- A2. To watch/support the Irish delegates (6)
- A3. A republic (6)
- A4. The rosary (6)
- A5. ONE valid reaction (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. Chief of the Chippewa nation (6)
 - A2. Native games (3m) and dances (3m) (6)
 - A3. Venison (3m) and wild rice (3m) (6)
 - A4. Presents/beaded work (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 6
Government, economy and society in the Republic of Ireland, 1949-1989

- A1. Secretary/clerk/teacher (6)
 - A2. Settling down in a house with modern amenities/better marriage prospects (6)
 - A3. Around 15/16 (6)
 - A4. Paid employment (6)
 - A5. ONE valid change (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

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

- A1. Total workforce was 1,800 (3m) including 500 children (3m) (6)
A2. By one hour/from 11¼ hours to 10¾ hours (6)
A3. Singing (3m) and dancing (3m) (6)
A4. Increased output (6)
A5. ONE valid aspiration (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. Chancellor (of Germany) (6)
A2. Evening time (6)
A3. Inadequate fleet/officials lack the skills to manage them (6)
A4. Alsace-Lorraine (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 3

Dictatorship and democracy in Europe, 1920-1945

- A1. In the Palazzo Venezia (6)
A2. There were many plain-clothes detectives to be seen (6)
A3. The energy he sees in Italy (6)
A4. Too many old men in high places (6)
A5. ONE valid characteristic (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. Latin (6)
A2. The everyday language of the people (6)
A3. Liberal democracy/mixed economies/modern science (6)
A4. It fell/dropped from 69% to 48% (6)
A5. Pope John XXIII (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. Young people (3m) and police (3m) (6)
A2. North African families (6)
A3. Nearby slums/shantytowns (6)
A4. A new generation born of immigration/colonisation in their midst (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. To the writer's parents (6)
A2. To clear (three suspected) minefields (6)
A3. They found no mines/one soldier had his feet blown off (6)
A4. They spy on American soldiers for the Vietcong (6)
A5. ONE valid reason (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 2022

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

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Title = 1 mark

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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
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EXTENDED ESSAY (60 marks)

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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><i>Historical knowledge – 25 marks</i> Thorough accurate and relevant to the title</p>	<p>Very good: 21-25 Good: 15-20 Fair: 8-14 Weak: 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>Excellent: 13-15 Very good: 10-12 Good: 7-9 Fair: 4-6 Weak: 0-3</p>
<p><i>Presentation – 10 marks</i> Structure Appropriate length</p>	<p>Very good: 8-10 Good: 6-7 Fair: 4-5 Weak: 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.

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Having considered the review, the examiner should award marks as follows:

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Good: 6-7 marks

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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 Pope | 8M |
| (b) Queen Elizabeth | 8M |
| (c) 1571 | 8M |
| (d) Cards (4M) and dice (4M) | 8M |
| (e) Buying and selling church positions and services | 8M |

Max = 40M

2. Comparison (20 marks)

- (a) Doc B makes direct reference to Magrath's pride, anger and "greed". It says he has left the cathedral in Cashel in ruin and reduced the number of priests from nine to one as he has "taken so much money for himself". Doc B also accuses him of simony. The buying and selling of church positions would have enabled Magrath to enrich himself, and is also linked to greed.

Doc A makes no direct reference to greed but mentions that Magrath was accused of pluralism and nepotism. Holding more than one church position at a time and/or awarding church positions to relatives/friends would have enabled Magrath to enrich himself, and could therefore be linked to greed.

Mark quality of explanation on its merits.

Reference to both documents required.

If only one document is mentioned, max = 5M.

5M + 5M

Max = 10M

- (b) Doc A explains why Magrath was allowed to continue in office.
The reason given is that he was “useful as a negotiator between the Dublin government and Gaelic Ireland.”

There is no reference to why he was allowed continue in office in doc B.

Mark quality of explanation on its merits.

Answer which makes no mention of doc B, max = 8M.

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

3. Criticism (20 marks)

- (a) Document A is a secondary source because it is written by an historian, Alan Ford, in a book which was published in 1998. Alan Ford was not present to witness the actions of Meiler Magrath for himself. Magrath was active in the 1500s, long before this book was published.

One reason, well explained, can get full marks.

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

- (b) The writer of doc B accuses Magrath of many faults such as gambling, drinking, pride, anger and greed. However, in this extract, the only evidence against him is linked to his treatment of Cashel. The writer says Cashel is in ruin and that the number of priests there has fallen from nine to one, due to Magrath’s greed. These are two factual accusations that could be used as evidence against him.

Mark quality of explanation on its merits.

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

4. Contextualisation (20 marks)

What does the clerical career of Meiler Magrath tell us of **life in Ireland** at this time?

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

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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.
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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:

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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. By eulogising/praising Irish chiefs and lords (6)
- A2. The complicated metres of Irish syllabic verse (6)
- A3. A satire might bring misfortune/death to its victim (6)
- A4. As guarantors of treaties (6)
- A5. Any 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

Kingdom v. colony: the struggle for mastery in Ireland

- A1. £150 (6)
- A2. For the safety of their lives (6)
- A3. He was murdered (6)
- A4. They robbed all the Protestants (6)
- A5. Sworn statements/testimonies/accounts of the experiences of Protestants during the 1641 rebellion (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. 80 poems (6)
- A2. Lowbred Cromwellians (6)
- A3. MacCarthys (3m) and Barrys (3m) (6)
- A4. An elegy/elegies (6)
- A5. ONE valid change (e.g. restoration of the monarchy) (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 family were farmers (3m) and blacksmiths (3m) (6)
A2. Around Ireland/throughout west Ulster, north Leinster, Connacht and Clare (6)
A3. Clanricard/Dillons/Maguire (6)
A4. 170 tunes (6)
A5. ONE valid way (e.g. new dance music) (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. Ballinahinch/Co. Down (6)
A2. Green ribbons (ribbons = 3m) (6)
A3. At close quarters (6)
A4. Armed with guns (6)
A5. ONE valid aim (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

Europe and the wider world: Topic 1

Europe from Renaissance to Reformation, 1492-1567

- A1. 24/nearly 25 (6)
A2. He is the handsomest ruler.../speaks several languages/plays well on the lute and harpsichord/strength/jousting skill (6)
A3. French (3m) and Latin (3m) [a little Italian (3m)] (6)
A4. Lute (3m) and harpsichord (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

Europe and the wider world: Topic 2

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

- A1. Many bankers left the city (6)
A2. French soldiers (6)
A3. The oriental trade (6)
A4. From direct trade with Spanish and Portuguese colonies (6)
A5. ONE valid cause (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 Portuguese (6)
A2. Malacca (6)
A3. Seized the English trading post at Amboina (3m) and killed most of the Englishmen there (3m) (6)
A4. Their power was broken (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 4
Europe in the age of Louis XIV, 1660-1715

- A1. In a baker's shop/in Pudding Lane (6)
- A2. There was a strong wind blowing (6)
- A3. Helped to maintain order (6)
- A4. 12,000 houses (and 80 churches) were burned (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 5
Establishing empires, 1715-1775

- A1. The passing of the Tea Act (6)
- A2. Selling the tea was prevented (6)
- A3. It was rejected/sent back to England (6)
- A4. They threw the ships' cargoes into the harbour (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. By election (6)
- A2. By election (6)
- A3. To be loyal to the nation, the law and the King (6)
- A4. To reside in their districts (6)
- A5. ONE valid reason (6)

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

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



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 ghnáthráta 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 300 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 300 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bain úsáid as an ngnáthráta i gcás 225 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
226	22
227 - 230	21
231 - 233	20
234 - 236	19
237 - 240	18
241 - 243	17
244 - 246	16
247 - 250	15
251 - 253	14
254 - 256	13
257 - 260	12
261 - 263	11

Bunmharc	Marc Bónais
264 - 266	10
267 - 270	9
271 - 273	8
274 - 276	7
277 - 280	6
281 - 283	5
284 - 286	4
287 - 290	3
291 - 293	2
294 - 296	1
297 - 300	0

