



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

**Leaving Certificate 2023**

**Marking Scheme**

**History**

**Higher 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**

### **HIGHER LEVEL**

## Online Marking Annotations/Abbreviations

Symbol	Description	Denoting
[ ]	Square brackets	Indicate beginning and end of paragraph to be awarded Cumulative Marks (CMs).
✓	Tick (blank)	Valid/correct/relevant/of merit (a blank tick does not award any marks).
0	Zero	Zero marks awarded.
✓ <sub>5</sub>	Tick with number	Tick with value of marks awarded (e.g. 5 marks).
P5	Excess paragraph marks	Where an answer has already scored the maximum CMs allowable, any remaining material will be awarded notional marks with zero value attached (e.g. 5 “marks”).
X	Cross/X	Invalid/incorrect/irrelevant.
~	Vertical wavy	Page/section seen by examiner.
INVL	Invalid	Indicates that an invalid combination of questions was attempted (e.g. three questions from one topic).
-10	Minus mark	If an invalid combination of questions was attempted the lowest scoring invalid answer(s) will be deducted from the total mark using minus-mark annotations (e.g. -10 marks). These marks will be entered in the Adjustment ( <b>ADJ</b> ) line at the bottom of the marking panel.
<b>NR</b>	No Response	Question not answered.
<b>ADJ</b>	Adjustment	Adjustment applied if invalid combination of questions was attempted.

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

**Section 1: DOCUMENTS-BASED QUESTION (DBQ) (100 marks)**

**1. Comprehension (20 marks)**

- |     |  |    |
|-----|--|----|
| (a) | Fires burning; smoke; barricades; heavy security presence                                | 5M |
| (b) | Uniforms/masks and sticks (3M + 2M)  | 5M |
| (c) | The sewerage system wasn't working   | 5M |
| (d) | She was afraid that the only real attempt at shared government would be allowed to fail. | 5M |

**2. Comparison (20 marks)**

- (a) The descriptions of the activities of the strike supporters are largely similar in both documents.

Points could include:

- Both docs describe how the strike supporters have caused huge disruption in NI. Belfast is like a city in which “a revolutionary army had staged a revolt” (Doc A) or the North is in “chaos” (Doc B).
- Both documents portray the damage/destruction caused by strike supporters. Whereas Doc A describes “long columns of smoke” over Belfast, Doc B mentions the “smell [of] defeat” due to the broken sewerage system.
- Both documents describe strike supporters building barricades on the streets of Belfast in similar terms. Doc A says there are barricades of “stolen lorries, cars and even bicycles” and Doc B refers to “hijacked cars and vans”.
- Both documents indicate that the strike supporters continued building barricades and hijacking vehicles despite a large security presence. In Doc A, the youths on the barricade talk to the soldiers whereas in Doc B they continue “breaking the law” in the presence of the army.

*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

Answer referring to one document only = 5M max

10M



- (b) Both documents give similar descriptions of the response of the security forces to the presence of journalists.

Supporting points could include:

- Both journalists write that security forces were present at the scenes of strike barricades/protests.
- Both documents show security forces tolerating the presence of journalists but refusing to respond to their questions/observations.
- In Doc A, Robert Fisk is waved down by a soldier and his car is searched. The soldier treats him “politely” but ignores Fisk’s comment that a truck is being hi-jacked in front of them and instead asks to see Fisk’s licence.
- In Doc B, O’Leary approaches an army officer to ask why the army is standing by while Loyalist mobs construct barricades of hijacked cars and vans. She says she “badgered” and “embarrassed” the soldier, but that he “refused to answer”, told her to “buzz off” and that it was none of her business.

*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

Answer referring to one document only = 5M max

10M

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

- (a) Candidates may offer positive and/or negative views on the value of Doc A as historical source material.

Answers may include points such as the following:

- Robert Fisk had prestige as a journalist reporting for an important London newspaper and his reportage helped create a record of events.
- Fisk is an eye-witness to important events in NI history, and saw for himself what was happening in Belfast during the UWC strike in May 1974. He drives into Belfast to get closer to the action.
- He gives a good description of the impact the UWC strike has had on Belfast, the “columns of smoke”, the “human barricades” and road blocks, and the activities of the strike supporters.
- His account of the conversation between himself and the soldier adds realism and credibility to his report.
- However, Doc A is an edited extract, and it would be interesting to read the full article to see does Fisk add other information such as an explanation of why the security forces are acting so cautiously, and on whose orders.

- Some aspects may be exaggerated. He describes Belfast as looking like a city in which “a revolutionary army had staged a revolt” whereas the only weapons he sees carried by the UDA men are sticks.

*Mark quality of answer on a sliding scale out of 10:*

Excellent = 9-10 mks

Very good = 7-8 mks

Good = 5-6 mks

Fair = 3-4 mks

Weak = 0-2 mks

10M

- (b) Candidates may argue for and/or against the view that doc B is objective. Evaluate the answer on the quality of the points made to support the given opinion.

Answers may include points such as the following:

- The candidate may attempt to define what he/she understands by objectivity, e.g. to give a fair account of events/ to try to take all sides into consideration/ freedom from bias/ not one-sided or personal/ exclusion of personal feelings or beliefs, etc.
- O’Leary says that she reported on events in Belfast in 1974 from her perspective “as an Irish person” and therefore, her account is not an objective source.
- Her statement, “I knew I was watching the British authorities allowing the only real attempt at shared government in Northern Ireland to disappear down the drain” is an opinion which puts the blame on the British for the collapse of the power-sharing executive, whereas there are other factors that could be taken into consideration.
- She describes herself as feeling emotional at the time, “my mouth was as dry as sawdust”, which made it harder for her to be objective.
- She describes the UWC strike supporters as a “loyalist mob”, which implies a negative judgement of them and therefore not objective.
- All history is written from a point-of-view, it is almost impossible to be completely objective. O’Leary brings her southern Irish perspective into this account, but she also reports, factually, on events at the time. The sewerage system in the Europe Hotel was out of action. Hijacked cars and vans were formed into barricades. The British army took no particular action against UWC supporters breaking the law. Her account is corroborated by the description of similar events in Robert Fisk’s report which was written for an English audience.

*Mark quality of answer on a sliding scale out of 10:*

Excellent = 9-10 mks

Very good = 7-8 mks

Good = 5-6 mks

Fair = 3-4 mks

Weak = 0-2 mks

10M

#### 4. Contextualisation (40 marks)

Why did the Sunningdale Agreement and the power-sharing executive, 1973-1974, prove so divisive?

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 and  
Section 3: EUROPE AND THE WIDER WORLD  
(300 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:

<b>Cumulative Mark (CM)</b>	(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.
<b>Overall Evaluation (OE)</b>	(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, e.g.: 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 (i.e.: 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 (i.e.: to answer the question as asked)?

## **SECTION 2: IRELAND**

### *Ireland: Topic 1*

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

1. Max. CM = 60                      Max. OE = 40
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements              If only ONE, Max. CM = 50
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
2. Max. CM = 60                      Max. OE = 40
3. Max. CM = 60                      Max. OE = 40  
NOTE: THREE elements (why + how + outcome)  
If only ONE, Max. CM = 40      If only TWO, Max. CM = 50
4. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (GAA + Gaelic League)  
If only ONE, Max. CM = 50

### *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 (Cosgrave + de Valera)  
If only ONE, Max. CM = 50
4. Max. CM = 60                      Max. OE = 40

*Ireland: Topic 4*  
**The Irish diaspora, 1840-1966**

1. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (those who left + those who stayed)  
If only ONE, Max. CM = 50
  
2. Max. CM = 60                      Max. OE = 40
  
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (why + assimilation)  
If only ONE, Max. CM = 50
  
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  
NOTE: TWO elements (McQuaid + Vatican II)  
If only ONE, Max. CM = 50



### **SECTION 3: EUROPE AND THE WIDER WORLD**

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

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

1. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (1848 in general + failure in Germany)  
If only ONE, Max. CM = 50
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (agriculture + industry)  
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 2*

#### **Nation states and international tensions, 1871-1920**

1. Max. CM = 60                      Max. OE = 40
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (New Imperialism + tensions in Europe)  
If only ONE, Max. CM = 50
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements                      If only ONE, Max. CM = 50
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  
NOTE: Regimes (plural)                      If only ONE, Max. CM = 50
2. Max. CM = 60                      Max. OE = 40
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (peace + war)  
If only ONE, Max. CM = 50
4. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements                      If only ONE, Max. CM = 50

*Europe and the wider world: Topic 4*  
**Division and realignment in Europe, 1945-1992**

1. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements              If only ONE, Max. CM = 50
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (economic growth + oil crisis)  
If only ONE, Max. CM = 50
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (successes + failures)  
If only ONE, Max. CM = 50
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  
NOTE: TWO elements (Britain + India)  
If only ONE, Max. CM = 50
2. Max. CM = 60                      Max. OE = 40
3. Max. CM = 60                      Max. OE = 40  
NOTE: Colonies (plural)              If only ONE, Max. CM = 50
4. Max. CM = 60                      Max. OE = 40

*Europe and the wider world: Topic 6*  
**The United States and the world, 1945-1989**

1. Max. CM = 60                      Max. OE = 40
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (Korea + Cuba)  
If only ONE, Max. CM = 50
3. Max. CM = 60                      Max. OE = 40
4. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (how + significance)  
If only ONE, Max. CM = 50



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

# **LEAVING CERTIFICATE 2023**

## **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

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**Citation of sources**

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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

Very good = 3

Very good = 3

Good = 2

Good = 2

Good = 2

Fair = 1

Fair = 1

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?

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**Excellent:** 22-25 marks

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<b>Presentation – 10 marks</b> Literacy Coherence Structure	<b>Excellent:</b> 9-10 <b>Very good:</b> 7-8 <b>Good:</b> 5-6 <b>Fair:</b> 3-4 <b>Weak:</b> 0-2

### **Review of the research process (10 marks)**

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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

**Section 1: DOCUMENTS-BASED QUESTION (DBQ) (100 marks)**

**1. Comprehension (20 marks)**

- (a) To guard the city gates day and night/women and children to be allowed into the walled city in the event of an attack, but men from the suburbs to remain outside the city walls/the guard was doubled in 1599... etc. 5M
- (b) They are to be brought before the Mayor and asked to state their business. 5M
- (c) Woods and hills in Wicklow provided places to hide/ the rebels' cattle cannot be driven off/ entrances and exits are scarce. 5M
- (d) Loss of their goods/loss of their lives. 5M

**2. Comparison (20 marks)**

- (a) Both documents suggest that Dublin is under threat from rebels.

Doc A

- Doc A shows how city of Dublin strengthened its defences year by year. In 1599, the number guarding the suburbs was doubled.
- Provision was made for the protection of women and children.
- Access to the city was limited, especially at night time.
- All Irishmen entering Dublin were to be "noted".
- Any suspicious characters were to be questioned before the Mayor.
- The city was ready to defend itself and ordered that all weapons and gunpowder be kept within the city walls, etc.

Doc B

- Wicklow, only "four or five miles" from Dublin, provides shelter for rebels within its woods and hills.
- Dublin has to be constantly on guard as the rebels previously set the suburbs on fire.
- The Wicklow rebels take advantage of times when Dublin is busy fighting Hugh O'Neill. The rebels "cause most mischief" when English forces leave the city to fight O'Neill.
- The gentlemen of Dublin and Wicklow often lose goods to the rebels and sometimes their lives, etc.

*Mark each document on a sliding scale out of 5:*

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

10M

Answer referring to one document only = 5M max

(b) Doc B places events in the wider context.

Doc. A:

- Doc A is a list of 'Civic Regulations' which focus on how Dublin should protect itself, 1598-1600. The regulations relate only to Dublin and its suburbs.
- Access to the city is regulated, day and night, with all "Irishmen" who enter the city noted and sometimes questioned about their business.
- The Mayor wants to keep all weapons and guns within the city to enable the city to defend itself.
- The city is so focussed on its own affairs that even "strange beggars" are banned.
- There is no explanation of what the rebellion is about or who is involved in it.

Doc. B:

- Doc B shows how Dublin feels threatened by rebels lurking in the Wicklow woods and mountains, showing that Dublin feels vulnerable to developments beyond the city limits. Reference is made to previous arson attacks on the suburbs.
- Doc B relates disturbances in Dublin and Wicklow to the Tyrone rebellion, which demonstrates awareness of events in Ireland in general, not just in Dublin.
- The writer fears that the Wicklow rebels hope to "weaken our forces" to enable Tyrone to win victory over them. He thus places Dublin the wider context of war in Ireland during the period of the Nine Years' War.

*Mark each document on a sliding scale out of 5:*

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

10M

Answer referring to one document only = 5M max



**3. Criticism (20 marks)**

- (a) The answer could contain points such as:
- The 'Civic Regulations for the Protection of the City', 1558-1600, are a primary source providing evidence about conditions in the city during the Nine Years' War, a key period in Irish history.
  - The 'Civic Regulations' give us information on how the city was governed and on official attempts to cope with rebellion/war in Ireland.
  - The year-by-year development in the regulations, such as the doubling of the number guarding the suburbs in 1599, show the increasing impact of the war on Dublin.
  - The official attitude to "Irishmen" is shown in the 1600 Regulations. "All Irishmen" entering the city are to be noted, and any "suspicious character" is to be questioned by the Mayor. This shows the divisions between the city officials who are loyal to England and the native Irish who are not trusted.
  - References to money show how the city authorities wanted to save themselves any expenses, with the cost of guarding the city to be "borne by the citizens" and "strange beggars" to be forbidden access to the city, etc.

*Mark the answer on a sliding scale out of 10:*

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

- (b) Candidates may argue for and/or against the view that doc B is objective. Evaluate the answer on the quality of the points made to support the given opinion.

Answers may include points such as the following:

- The candidate may attempt to define what he/she understands by objectivity, e.g. to give a fair account of events/ to try to take all sides into consideration/ freedom from bias/ not one-sided or personal/ exclusion of personal feelings or beliefs, etc.
- The document provides factual information about the state of Ireland in 1598, including that there is a rebellion taking place, that Wicklow is a refuge for rebels who want to attack Dublin, that Tyrone (Hugh O'Neill) is the main rebel, etc.
- The tone seems reasonably impartial, with the writer saying that there are "some" in rebellion in Wicklow, he does not claim that everyone is in rebellion.
- Some might argue the opposite, using the last sentence to show that the write exaggerates the extent of the rebellion affecting Dublin. He says "All the gentlemen" between Dublin and Wicklow have suffered on a "daily" basis.

- The writing is writing from a loyal English point of view, referring to “our forces” leaving Dublin to fight Tyrone. He clearly hopes that his side will be able to “deal severely with Tyrone”.

*Mark the answer on a sliding scale out of 10:*

Excellent = 9-10 mks

Very good = 7-8 mks

Good = 5-6 mks

Fair = 3-4 mks

Weak = 0-2 mks

10M

#### **4. Contextualisation (40 marks)**

In what ways did Dublin change during the reign of Elizabeth I?

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.

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:

**Excellent:** 14-16 marks

**Very good:** 11-13 marks

**Good:** 6-10 marks

**Fair:** 4-5 marks

**Weak:** 2-3 marks

**Very weak:** 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 and  
Section 3: EUROPE AND THE WIDER WORLD  
(300 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:

<b>Cumulative Mark (CM)</b>	(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.
<b>Overall Evaluation (OE)</b>	(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, e.g.: 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)?

## **SECTION 2: IRELAND**

### *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  
NOTE: TWO elements (Henry VIII + Edward VI)  
If only ONE, Max. CM = 50
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (marriage + family life)  
If only ONE, Max. CM = 50
4. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (why + to what extent)  
If only ONE, Max. CM = 50

### *Ireland: Topic 3*

#### **Kingdom v. colony – the struggle for mastery in Ireland, 1603-1660**

1. Max. CM = 60                      Max. OE = 40
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (military campaign + land settlement)  
If only ONE, Max. CM = 50
3. Max. CM = 60                      Max. OE = 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
4. Max. CM = 60                      Max. OE = 40

*Ireland: Topic 5*

**Colony v. Kingdom – tensions in mid-18<sup>th</sup> century Ireland, 1715-1770**

1. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements  
If only ONE, Max. CM = 50
2. Max. CM = 60                      Max. OE = 40
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (what were + to what extent)  
If only ONE, Max. CM = 50
4. Max. CM = 60                      Max. OE = 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  
NOTE: TWO elements  
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  
NOTE: TWO elements  
If only ONE, Max. CM = 50

### **SECTION 3: EUROPE AND THE WIDER WORLD**

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

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

1. Max. CM = 60                      Max. OE = 40
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (humanism + the arts)  
If only ONE, Max. CM = 50
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (political + religious)  
If only ONE, Max. CM = 50
4. Max. CM = 60                      Max. OE = 40

#### *Europe and the wider world: Topic 2*

#### **Religion and power: politics in the later 16th century, 1567-1609**

1. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (economic crises + Antwerp)  
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  
NOTE: TWO elements  
If only ONE, Max. CM = 50

#### *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
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  
If only ONE, Max. CM = 50

2. Max. CM = 60                      Max. OE = 40

3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (Sobieski + Peter the Great)  
If only ONE, Max. CM = 50

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  
If only ONE, Max. CM = 50

3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements  
If only ONE, Max. CM = 50

4. Max. CM = 60                      Max. OE = 40

*Europe and the wider world: Topic 6*  
**Empires in revolution, 1715-1775**

1. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (what caused + role of the Committee)  
If only ONE, Max. CM = 50

2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (France + Europe)  
If only ONE, Max. CM = 50

3. Max. CM = 60                      Max. OE = 40

4. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (what stimulated + forms)  
If only ONE, Max. CM = 50



## 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 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% gnáthráta an bhónais.

Bain úsáid as an ngnáthráta 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



