



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2021

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 2021

MARKING SCHEME

HISTORY LATER MODERN

ORDINARY LEVEL

RESEARCH STUDY REPORT (RSR)
(100 marks)

TITLE OF THE STUDY (no marks)

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

OUTLINE PLAN (15 marks)

Citation of the sources = 6 marks

Other elements = 9 marks

Citation of sources

Two sources are asked for.

Full and accurate citation of one source = 3 marks

3 marks x 2 = 6 marks for two sources

Title = 1 mark

Author = 1 mark

One further piece of validating information (eg: publisher, date of publication, website address, etc.) = 1 mark

Define and justify the proposed subject of study, identifying the aims and intended approach.

Does the candidate set out clearly what it is he/she proposes to study and why? Does the candidate set out his/her aims and how he/she hopes to achieve those?

Taking the answer as a whole, to what extent does the candidate succeed in doing this clearly and coherently?

Very Good: 8-9 marks

Good: 6-7 marks

Fair: 3-5 marks

Weak: 0-2 marks

EVALUATION OF THE SOURCES (25 marks)

Comment on strengths or weaknesses of sources and indicate relevance of sources to the subject. To what extent does the candidate succeed in doing this clearly and coherently?

Reference to BOTH sources	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:

Historical knowledge – 25 marks Thorough accurate and relevant to the title	Very good: 21-25 Good: 15-20 Fair: 8-14 Weak: 0-7
Research skills – 15 marks Study chosen is one of historical significance (not obscure or trivial) Fair and balanced treatment of issues Shows appropriate depth of investigation	Excellent: 13-15 Very good: 10-12 Good: 7-9 Fair: 4-6 Weak: 0-3
Presentation – 10 marks Structure Appropriate length	Very good: 8-10 Good: 6-7 Fair: 4-5 Weak: 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) For people who did not ride the buses 8M
- (b) As pick-up stations 8M
- (c) They worked “day and night” 8M
- (d) Fund-raising 8M
- (e) Police singled out volunteers for questioning about their licence and insurance/gave drivers tickets for alleged offences. 8M

Max = 40M

2. Comparison (20 marks)

- (a) Yes, both documents state that the boycott was organised by volunteers.

In document A, the first lines says “we got a group of volunteers together”. It describes how they worked day and night finding “volunteers” to join the car pools.

Document B says the car pool “relied on volunteers”. It describes “volunteer drivers” being stopped and questioned by the police.

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

2M + 4M + 4M

Max = 10M

(b) Accept A or B and mark on the quality of the answer. Answers could include points such as:

Document A:

- the huge amount of organisation that went into the boycott.
- having to get volunteer drivers for the car pool and organise pick-up points in both black and white areas.
- there were problems which implies the boycott was difficult for those involved.
- some black people were afraid that the boycott was pushing things too far.
- boycotters feared losing their jobs.

Document B:

- police harassment faced by car pool drivers.
- volunteer drivers were singled out for questioning
- volunteer drivers were given tickets for alleged traffic offences.

Reference to both documents required. 5M + 5M

Max = 10M

3. Criticism (20 marks)

(a) Document A is a primary source.

Rufus Lewis was one of the boycott organisers; this is an account based on personal experience. We are told he “recalls his part” in the boycott. Personal recollections of people who took part in an event are taken as primary sources. He shows his knowledge of events by describing all the work that had to be done organising the boycott, e.g., arranging pick-up stations in black and white areas of the city. He is able to describe the sense of fear among fellow members of his black community, such as people who feared losing their jobs for taking part in the boycott.

One reason, well explained/supported, can earn full marks.

Max = 10M

(b) One opinion = 5M

Explanation = 5M

Max = 10M

4. Contextualisation (20 marks)

Note that the question is looking for **the part played by Martin Luther King** in the Montgomery bus boycott.

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 2021: 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:

<i>Excellent:</i>	9-10 marks
<i>Very good:</i>	7-8 marks
<i>Good:</i>	5-6 marks
<i>Fair:</i>	3-4 marks
<i>Poor:</i>	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. She travelled mainly on foot/walked (6)
 - A2. Bibles (6)
 - A3. Quaker relief agencies (3M) and Presentation nuns (3M) (6)
 - A4. They could not read/follow the recipes (6)
 - A5. One valid link between Trevelyan and Famine Ireland (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 2

Movements for political and social reform, 1870-1914

- A1. Ulster refuses to be forced into Home Rule (6)
 - A2. In the South (3M) and in the West (3M) (6)
 - A3. They don't have the numbers/ too few of them (6)
 - A4. Yes (3M), he will go with them "to the end" (3M) (6)
 - A5. Due to the outbreak of WWI (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. The GPO was on fire (6)
 - A2. On Saturday evening (6)
 - A3. No (3M), they shall die "cheerfully/proudly" (3M) (6)
 - A4. People will admire/respect/honour/remember/bless them (6)
 - A5. The death/suffering of patriots would inspire others to seek Irish independence (or other valid explanation) (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. Small (3M) and not very nice (3M) (6)
- A2. Northampton (6)
- A3. Digging [a trench] (6)
- A4. Irish (6)
- A5. ONE valid answer (6)

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

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

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

- A1. By radio (6)
- A2. Helicopter (6)
- A3. On the border [with the Republic] (6)
- A4. They ran (3M) with their guns ready to fire (3M) (6)
- A5. The Battle of the Bogside/RUC unable to cope with unrest (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. New Year's Eve, 1961 (6)
- A2. President de Valera (6)
- A3. The power of television to influence people's thoughts/actions (6)
- A4. Not to let their children become television addicts (6)
- A5. ONE valid answer (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. Their suddenness (6)
 - A2. He fled 'like a criminal'. (6)
 - A3. Troops fired at the crowds (6)
 - A4. A new constitution (3M) and a parliament (3M) (6)
 - A5. Generally, NO (3M). ONE valid explanation (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

Nation states and international tensions, 1871-1920

- A1. 16 July/1915 (6)
 - A2. [Thousands of] women (6)
 - A3. That women by allowed take part in war work/be treated fairly (6)
 - A4. Fair wages/protection for their standard of living/
not to be exploited (6)
 - A5. Any ONE form of work (e.g. munitions/agriculture, etc.) (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. To provide eating/sleeping facilities for so many people (6)
 - A2. In factories (3M) and schools (3M) (6)
 - A3. A central committee was formed to buy food supplies/field kitchens
were organised for each group/food was bought long in advance (6)
 - A4. They could not serve alcohol after midnight (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 4
Division and realignment in Europe, 1945-1992

- A1. The Kremlin (6)
- A2. A speech insulting [to the British] (6)
- A3. That he often said things he should not say (6)
- A4. Several toasts [in brandy] (6)
- A5. ONE valid explanation (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. [Middle of April] 1981 (6)
- A2. Many people and/or police injured/buildings set on fire (6)
- A3. Any TWO: Liverpool, Manchester, Birmingham, and/or Leeds (3M + 3M) (6)
- A4. No (3M), there was another “outburst” in Brixton (3M) (6)
- A5. Caribbean people arriving in GB to fill post-war labour shortages (6)

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

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



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LEAVING CERTIFICATE 2021

MARKING SCHEME

HISTORY EARLY MODERN

ORDINARY LEVEL

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(100 marks)

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<p>Research skills – 15 marks 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>Presentation – 10 marks Structure Appropriate length</p>	<p>Very good: 8-10 Good: 6-7 Fair: 4-5 Weak: 0-3</p>

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

There are four parts in the Documents-based question:

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2. Comparison (20 marks)
3. Criticism (20 marks)
4. Contextualisation (20 marks)

1. Comprehension (40 marks)

- | | | |
|-----|-------------------------------------------------|----|
| (a) | To appear less noticeable in their surroundings | 8M |
| (b) | They were not respected | 8M |
| (c) | A square, black hat | 8M |
| (d) | That it was necessary to copy their ways | 8M |
| (e) | On the shoulders of porters | 8M |

Max = 40M

2. Comparison (20 marks)

- (a) Documents A describes the clothing worn by the Jesuits in more detail.

Doc A: At first, the Jesuits wore grey coats (like those worn by Buddhist monks). Then, they wore plum-coloured silk robes with blue borders. They also wore a black, square hat.

Doc B: The Jesuits wore silk robes and the hat of the leisured classes. Colours or shapes are not described.

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

2M + 4M + 4M

Max = 10M

- (b) Yes, both documents show that the Jesuits adapted well to life in China.

Doc A: The Jesuits tried to fit in by copying the ways of the Chinese. First, they dressed and shaved in the manner of Buddhist monks. But then they realised that Buddhist monks were not respected and they changed their clothing to imitate Chinese scholars/the leisured class. This shows that the Jesuits understood Chinese life and attitudes and that they did what was best to fit in well with the people they wanted to be on good terms with.

Doc B: Father Ricci wanted to fit in with the Magistrates in China and saw that he should copy their ways. He adopted their style of clothing. He brought servants with him on visits to show he is a person of high status. He used the Chinese method of transport, having himself carried on the shoulders of porters. He aimed to make himself “acceptable” in China because he wanted to convert people to Christianity.

Mark quality of explanation on its merits. Both documents must be mentioned.

5M + 5M

Max = 10M

3. Criticism (20 marks)

- (a) Document A is a secondary source because it is written by an historian, Nora C. Buckley, who was not present in China to witness the actions of Fr. Ricci for herself. This article was published in 1977 which is long after the events described.

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 Jesuits were not poor. Points may include:
Fr. Ricci copies the ways of the Magistrates, an elite group in society.
He wears silk clothing and the hat of the leisured classes.
He is accompanied by two servants when he goes on visits.
He is carried on the shoulders of porters.

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)

Note: the question asks **what was achieved** by the Jesuit mission in China.

Mark by the principle of Core Statement.

Max = 20M

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

LC 2021: Candidates must answer on **two** Topics from Section 2 and Section 3.

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- 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)

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Notes on individual topics

SECTION 2: IRELAND

Ireland: Topic 1

Reform and Reformation in Tudor Ireland, 1494-1558

- A1. Land in Waterford (6)
 - A2. Without the King's permission (6)
 - A3. Sixty [or more] (6)
 - A4. If they pay a fine/cáin (6)
 - A5. Any ONE valid difference (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

- A1. An escort of gallowglass/professional soldiers (6)
 - A2. Armed with battle-axes (6)
 - A3. Yellow shirts, short tunics, rough cloaks (Any TWO, 3M + 3M) (6)
 - A4. As very strange/as if they came from China or America (6)
 - A5. He was killed by the MacDonnells [in 1567] (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. Sods (3M) and saplings (3M) (6)
 - A2. Rushes (6)
 - A3. They set up a market (6)
 - A4. Oak planks/slatted roof/glazed windows (6)
 - A5. King James I (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. A linen production centre (6)
- A2. The town centre was burned in 1707 (6)
- A3. A pension of £400 (6)
- A4. He produced sailcloth [in Waterford, Cork and elsewhere] (6)
- A5. The Huguenots (3M), from France (3M) (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. Tipperary (3M), 1761 (3M) (6)
- A2. Landlords (3M) and graziers (3M) (6)
- A3. The payment of tithes (6)
- A4. They assembled in great numbers/uniforms (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. They were well built (3M) and slated (3M) (6)
- A2. Poor surface/heaps of dung (6)
- A3. Lord Donegall (6)
- A4. An Assembly Room (6)
- A5. Linen (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. Large population of 100,000 people/great trading houses/streets full of merchants, sailors and dockers/ heart of trade with New World/fleets assembled there to sail to the New World (Any TWO, 3M + 3M) (6)
- A2. To Vera Cruz/Mexico (6)
- A3. Silver (6)
- A4. Merchants, shipbuilders, bankers (Any TWO, 3M + 3M) (6)
- A5. ONE other good/product (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. Nobles (3M) and governors of the provinces (3M) (6)
- A2. To reduce royal authority/increase their own authority (6)
- A3. He was in a weak position (6)
- A4. Richelieu refers to the King's "wisdom and courage" (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. Gentlemen (3M) and merchants (3M) (6)
- A2. Priests (3M) and peasants (3M) (6)
- A3. Garments reached to the heel (6)
- A4. In the style of the French (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. A superb harbour (6)
 - A2. Slaves (6)
 - A3. Cocoa (3M) and sugar (3M) (6)
 - A4. Indigo, cotton, ginger and pimento (Any TWO, 3M + 3M) (6)
 - A5. ONE valid contribution, e.g. he helped to acquire India for Britain (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. Queen of France (6)
 - A2. Marie Antoinette had devoted herself to music (6)
 - A3. Marie Antoinette has lost interest in reading and music/ she is spending all her time racing and hunting/ she is neglecting the king (6)
 - A4. She says he is “fine and good” (6)
 - A5. In revolution (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 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

