



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2026

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.

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.
✓ ₅	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”).
×	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).
X 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 (ADJ) line at the bottom of the marking panel.
NR	No Response	Question not answered.
ADJ	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 (e.g.: 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:

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



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2026

MARKING SCHEME

HISTORY **Later Modern**

HIGHER LEVEL

Section 1: DOCUMENTS-BASED QUESTION (DBQ) (100 marks)
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1. Comprehension (20 marks)

- | | | |
|-----|--|----|
| (a) | To see how conditions had improved since the foundation of the GAA | 5M |
| (b) | Drinking alcohol/visiting the shebeen/pub | 5M |
| (c) | They were dressed in club uniforms/marched two abreast/obeyed the commands of their captains | 5M |
| (d) | Evergreens/flags | 5M |

2. Comparison (20 marks)

- (a) Doc A gives a very negative account of the hurlers/hurling, whereas doc B offers a much more positive account. Points could include:
- In doc A, the writer is filled with dismay at the sight of “idle, pale, emaciated” locals and their apparent laziness. He sees this as proof that GAA officers have not been carrying out their duties and getting people out to practise hurling.
 - There are no spectators at the hurling match, showing that the GAA is not attracting loyal support in Kilkenny.
 - He says the hurling is the “worst” he has ever seen and that members of the teams lay down to rest even as the contest continued.
 - Others sneaked off to go drinking instead of staying at the match.
 - Doc B shows that the GAA had a strong presence in Charleville, with members of half a dozen local clubs present for the Archbishop’s visit.
 - Members of the GAA were dressed in club uniforms, marched in disciplined formations and carried out the commands of their captains.
 - The Archbishop is impressed that GAA members do not fight with each other, do not drink to excess and are always present at Sunday Mass.
 - The hurlers parade in front of the Archbishop’s carriage, contributing to the air of festivity and rejoicing in the town.

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) The writers of both documents are concerned about matters other than sport.

Points could include:

- The writer of doc A gives evidence of social problems he witnessed in Kilkenny, whereas doc B refers to problems which are not to be found among members of the GAA in Charleville.
- Doc A: the writer comments on the pale, poorly nourished appearance of local people and on their listless attitude. People are “idle” and lazy. The hurlers lack energy, stopping to rest during the game. The writer is also concerned that people are sneaking off to go drinking.
- Doc B: the writer reports the Archbishops’ concerns about the dangers of bad blood/fighting, drink and the neglect of religious duties. However, his fears have proved groundless, for the most part. The writer gives a very favourable description of the discipline and energy of the GAA members and the positive atmosphere in Charleville.

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) Yes and/or no, as to whether doc A is an objective source. Candidates should refer to the doc in their answers. A clear understanding of the meaning of “objective” is necessary to gain marks in the very good to excellent range.

Answers may include points such as:

- Doc A is written by Michael Cusack, a founder of the GAA, who therefore has a particular point of view on the importance of the GAA and how it is developing. Cusack’s sense of dismay and disapproval comes across very strongly, showing that this account is emotional rather than objective.
- It could be argued that even though he is the founder of the GAA, Cusack does not try to gloss over the faults he sees, and reports on the poor attitude of the people to the GAA, the low standard of hurling, etc.
- The report is objective in that it offers definite factual information about named places in Kilkenny, the numbers involved in the hurling match, etc.

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) Doc B is a useful historical source on the early history of the GAA. Points should be supported by reference to doc B.

Answers could include points such as the following:

- The account was written in 1887, just three years after the founding of the GAA, and offers useful evidence on how the GAA was developing in north Cork.
- It shows the sense of pride and discipline among members of the GAA, and suggests the power of the GAA went beyond sporting matters.
- It quotes the views of an important early patron of the GAA, Archbishop Croke.
- It gives an insight into possible social problems in Ireland at the time, such as “bad blood” and drinking to excess.
- It suggests the power of the Catholic Church in Ireland in the late 19th century. The Archbishop’s visit to Charleville is a cause of festivity and rejoicing, etc.

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)

What political problems faced the GAA during the years 1884-1891 and how successfully did it handle them?

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:

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

Cumulative Mark (CM) (Maximum = 60 marks)

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

Overall Evaluation (OE) (Maximum = 40 marks)

Excellent: 34-40 marks	Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage.
Very good: 28-33 marks	Very good – but not excellent - in its treatment of the set question, ie: accurate and substantial.
Good: 22-27 marks	Good standard treatment of the set question, without being exceptional in the information or the commentary supplied.
Fair: 16-21 marks	Fair attempt at the set question, but has identifiable defects, e.g.: incomplete coverage, irrelevant data, factual inaccuracies.
Weak: 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
Very weak: 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 | |
| | NOTE: TWO elements (campaign + success) | | | | If only ONE, Max. CM = 50 |
| 2. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (government + private) | | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (at home + abroad) | | | | If only ONE, Max. CM = 50 |
| 4. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (cultural + religious) | | | | 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 | |
| | NOTE: TWO elements (C. na nG. and FF) | | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| 4. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (North + South) | | | | If only ONE, Max. CM = 50 |

Ireland: Topic 4

The Irish diaspora, 1840-1966

- | | | | | | |
|----|---|------|---------|------|--|
| 1. | Max. CM | = 60 | Max. OE | = 40 | |
| 2. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Protestant Churches + Orange Order) | | | | |
| | If only ONE, Max. CM = 50 | | | | |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| 4. | Max. CM | = 60 | Max. OE | = 40 | |

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

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Sunningdale Agreement + power-sharing executive collapse)
If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

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

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (television + Vatican II) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (why Ireland joined + experience of membership)
If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40

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 |
| 2. | Max. CM | = 60 | Max. OE | = 40 |
| 3. | Max. CM | = 60 | Max. OE | = 40 |
| 4. | Max. CM | = 60 | Max. OE | = 40 |

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

- | | | | | | |
|----|--|------|---------|------|---------------------------|
| 1. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Bismarck + Wilhelm II) | | | | If only ONE, Max. CM = 50 |
| 2. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (France + Russia) | | | | If only ONE, Max. CM = 50 |
| 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

Dictatorship and democracy in Europe, 1920-1945

- | | | | | | |
|----|---|------|---------|------|---------------------------|
| 1. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (peace + war) | | | | If only ONE, Max. CM = 50 |
| 2. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Mussolini + Hitler) | | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Lenin + Stalin) | | | | If only ONE, Max. CM = 50 |
| 4. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (radio + cinema) | | | | 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 (meaning + how carried out) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (Marshall Aid + Oil Crisis) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (at home + abroad) If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (youth + popular culture) If only ONE, Max. CM = 50

Europe and the wider world: Topic 5
European retreat from empire and the aftermath, 1945-1990

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (patterns + policies) 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 (Europe + Asia) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2026

MARKING SCHEME

HISTORY **Early Modern**

HIGHER LEVEL

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

1. Comprehension (20 marks)

- | | | |
|-----|--|----|
| (a) | They steal corn and cattle from the English Pale | 5M |
| (b) | Substantial garrisons | 5M |
| (c) | English power in Ireland | 5M |
| (d) | War with France/lack of funds/inadequate military strength | 5M |

2. Comparison (20 marks)

- (a) Both documents offer negative accounts of the people of Gaelic Ireland. Points should be supported by reference to both documents, e.g.,
- Doc A states that the Gaelic Irish live like beasts, without knowledge of God or good manners.
 - They are violent and lazy. They do not farm but steal crops and livestock from the English Pale.
 - They are “rude, beastly, ignorant and unruly infidels”.
 - Doc B states that the Gaelic Irish are wicked, proud and violent. They are barbarous people, given to murder, robbery and deceit.
 - Both writers put forward plans to reform Irish society.

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) There are similarities in how the documents advise dealing with the leaders of Gaelic Ireland, but there are some differences also. Points should be supported by reference to both documents, e.g.,
- In doc A, the writer recommends a policy of “mercy” and “force” which would see “some” Irish chiefs rewarded with titles of honour such as earl, baron or knight. This would help to transform them into civil, humble, well-governed Christians. The document does not say what should happen to those who cannot be brought to “quiet obedience and order”.
 - In Doc B, the writer would like to bring the wild Irish under control by “force of arms” and take their lands from them and banish them. However, due to war with France and lack of funds, the English authorities cannot follow this “right” course of action and must instead

do what is “expedient”. They must reach a settlement with the O’Mores and O’Connors of Laois and Offaly “at any cost”. This will mean pardoning the chiefs and giving them back some of their lands.

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)

- (c) Candidates should refer to the doc in their answers. A clear understanding of the meaning of “objective” is necessary to gain marks in the very good to excellent range.

Answers may include points such as:

- Doc A is written from an English point-of-view and is not objective in its description of the Irish who are described in highly pejorative terms. The Gaelic Irish “live like beasts”. He claims they have no knowledge of God, or good manners and no way of dealing with crimes such as murder and robbery. At least some of this is factually incorrect. The Irish Church was well developed with monasteries established in all parts of the country. A system of justice was in operation in Ireland, the Brehon law system. Neither was it true to say that the Irish did not farm.
- This document is not written to provide a factual description of Ireland but to justify bringing the Irish “to quiet obedience and order” through the use of “substantial garrisons” and “force”.
- The writer sees the English as the proper rulers of Ireland who can bestow “mercy” on the subdued Irish, and transform them from rude, beastly, ignorant and unruly infidels to civil, reasonable, humble and well-governed Christians.

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

(d) Doc B is a useful historical source on the Laois Offaly Plantation. Comments on the limitations of the document should also be accepted. Points should be supported by reference to doc B.

Answers could include points such as the following:

- The account was written in 1558, and is a primary source of evidence on the background to the Plantation.
- The writer is supportive of British rule in Ireland and gives a very hostile account of the “wild Irish”. Although it is a biased account, this document provides evidence of how the English viewed the “barbarous” Irish.
- The document provides evidence of a sense of crisis for English rule in Ireland at the time. English power is threatened with “extinction”, the small army and lack of funds mean that war against the Irish is “futile”. A settlement must be reached “at any cost”.
- The document shows English policy in Ireland was determined by expedience rather than by “what is right”.
- Factual details such as the size of the English army in Ireland and the potential rental income from the lands of Laois and Offaly are useful information for historians, 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

4. Contextualisation (40 marks)

To what extent had the Laois-Offaly Plantation developed by the end of the reign of Queen Mary I in 1558?

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.

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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 and Section 3:
IRELAND and 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:

Cumulative Mark (CM) (Maximum = 60 marks)

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

Overall Evaluation (OE) (Maximum = 40 marks)

Excellent: 34-40 marks	Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage.
Very good: 28-33 marks	Very good – but not excellent - in its treatment of the set question, ie: accurate and substantial.
Good: 22-27 marks	Good standard treatment of the set question, without being exceptional in the information or the commentary supplied.
Fair: 16-21 marks	Fair attempt at the set question, but has identifiable defects, e.g.: incomplete coverage, irrelevant data, factual inaccuracies.
Weak: 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
Very weak: 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 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

1. Max. CM = 60 Max. OE = 40
NOTE: THREE elements (opportunity, organisation and success)
If only TWO, Max CM = 50 If only ONE, Max CM = 40
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (why controversial + circumstances that allowed him to flourish)
If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

Ireland: Topic 3

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

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (why + success) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (policies + downfall) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (soldier + statesman) If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements If only ONE, Max. CM = 50

Ireland: Topic 4
Establishing a colonial ascendancy, 1660-1715

1. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (Charles II + James II) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
 NOTE: THREE elements (represented, laws passed and enforcement)
 If only TWO, Max CM = 50 If only ONE, Max CM = 40
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (Ó Bruadair + Jacobite poets)
 If only ONE, Max. CM = 50

Ireland: Topic 5
Colony v. Kingdom – tensions in mid-18th century Ireland, 1715-1770

1. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (Ponsonbys + contribution) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
 NOTE: THREE elements (conditions, methods and achieve their aims)
 If only TWO, Max CM = 50 If only ONE, Max CM = 40
3. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (O'Connor + Wyse) If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements If only ONE, Max. CM = 50

Ireland: Topic 6
The end of the Irish kingdom and the establishment of the Union, 1770-1815

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (United Irishmen + Orange Order)
 If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

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 (discovery + impact) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Geneva + spread) If only ONE, Max. CM = 50

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 (Elizabeth I + Catherine de Medici)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

Europe and the wider world: Topic 3

The eclipse of Old Europe, 1609-1660

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 (France + Europe) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40

Europe and the wider world: Topic 4
Europe in the age of Louis XIV, 1660-1715

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

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

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

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

Europe and the wider world: Topic 5
Establishing empires, 1715-1775

1. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (two Fredericks) If only ONE, Max. CM = 50

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

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

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

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

4. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements 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

