



**Coimisiún na Scrúduithe Stáit**  
State Examinations Commission

**Leaving Certificate 2026**

**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.

## Online Marking Annotations/Abbreviations

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

Note on the marking of the Ordinary Level History adjustments, 2026:

The assessment arrangements for Leaving Certificate Ordinary Level History in 2026 gave candidates the option of following one of two sets of instructions, as set out on the front of the examination paper. The online marking system awards marks to the two highest topics answered in Section 2 and Section 3 of the examination paper. The marking panel has extra lines, labelled "Extra A", "Third A", "Third B", "Third C" to enable the examiner to enter marks for the third valid set of answers.

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

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

**RESEARCH STUDY REPORT (RSR)**  
**(100 marks)**

**TITLE OF THE STUDY (no marks)**

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

**OUTLINE PLAN (15 marks)**

Citation of the sources = 6 marks

Other elements = 9 marks

**Citation of sources**

Two sources are asked for.

Full and accurate citation of one source = 3 marks

3 marks x 2 = 6 marks for two sources

Title = 1 mark

Author = 1 mark

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

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

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

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

**Very Good:** 8-9 marks

**Good:** 6-7 marks

**Fair:** 3-5 marks

**Weak:** 0-2 marks

## EVALUATION OF THE SOURCES (25 marks)

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

|                           |                   |             |
|---------------------------|-------------------|-------------|
| Reference to BOTH sources | <b>Very good:</b> | 21-25 marks |
|                           | <b>Good:</b>      | 15-20 marks |
|                           | <b>Fair:</b>      | 8-14 marks  |
|                           | <b>Weak:</b>      | 0-7 marks   |

|                              |                   |             |
|------------------------------|-------------------|-------------|
| Reference to only ONE source | <b>Very good:</b> | 14-17 marks |
|                              | <b>Good:</b>      | 10-13 marks |
|                              | <b>Fair:</b>      | 5-9 marks   |
|                              | <b>Weak:</b>      | 0-4 marks   |

## EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

The review of the research process may be integral to the essay or presented as a separate element.

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

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

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

This may be a stand-alone section or it may be integral to the essay.

Here the examiner should assess the account of the research process in its totality.

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

***Very good:*** 8-10 marks

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

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

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



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*State Examinations Commission*

# **LEAVING CERTIFICATE 2026**

## **MARKING SCHEME**

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

### **ORDINARY LEVEL**

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

There are four parts in the Documents-based question:

1. Comprehension (40 marks)
2. Comparison (20 marks)
3. Criticism (20 marks)
4. Contextualisation (20 marks)

**1. Comprehension (40 marks)**

- |     |                                      |    |
|-----|--------------------------------------|----|
| (a) | The bands played national airs       | 8M |
| (b) | The crowd of onlookers/the Cork fans | 8M |
| (c) | The Cork National Hurling Club       | 8M |
| (d) | By train                             | 8M |
| (e) | The Cork teams                       | 8M |

Max = 40M

**2. Comparison (20 marks)**

- (a) Both docs depict a lively, well-supported event.

Doc A:     The biggest crowd ever attended the games  
               Five bands accompanied the Tipperary players  
               Crowd invaded the pitch  
               Deafening cheers for the Cork teams

Doc B:     Five Tipperary teams played challenge matches against Cork teams  
               More than 20,000 people attended the tournament  
               An occasion full of pageantry and music

Mark quality of explanation on its merits. Point with quote/explanation can earn 5m.

If only one doc, max. 5m

5M + 5M

Max = 10M

- (b) Both documents describe the behaviour of the Cork supporters, with doc B more critical of their behaviour than doc A.

Doc A: Praises the crowd as “good-humoured”.  
Says they “swarmed” onto the field and “obstructed” the Tipperary players  
Says that there would have been the best hurling ever seen “if the crowd kept off the field”.  
He implies they did not give “fair play” to the visiting teams.  
“Not a single cheer” for the visiting teams  
The writer does not strongly criticise the crowd, perhaps because these would be the people buying this newspaper.

Doc B: The writer refers to the “continuous interference” with play, which is a criticism of the Cork supporters.  
He says this interference “hurt the chances of the Tipperary men”, showing that the Cork supporters had not allowed a fair contest to take place.

Mark quality of answer on its merits. Point with quote/explanation can earn 5m.  
If only one doc, max. 5m

5M + 5M

Max = 10M

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

- (a) Answers can argue for/against the reliability of the source.  
It is a primary source written by somebody who attended the games.  
It provides factual information about the size of the crowd, the presence of five bands and the behaviour of the crowd, etc.  
It is a Cork newspaper writing for a Cork readership and therefore hesitates to criticise the way the Cork crowd interfered with the run of play.

An implied yes/no *with* a valid reason can earn

Max = 10M

- (b) There is a direct link between the two documents:  
In doc A, the newspaper reporter said “we venture to remark that if the crowd had kept off the field and given fair play to the visitors, the contest would have provided the best hurling ever seen”.  
Paul Rouse (doc B) uses this evidence to say that “even the local papers” noted the behaviour of the home crowd which had hurt the chances of the Tipperary men.

Answer must clearly make a link between the two documents

Max = 10M

**4. Contextualisation (20 marks)**

*In what ways did the GAA develop in the years 1884 to 1891?*

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 (300 marks)**

Each Topic is divided into three parts:

- A. A stimulus-driven unit with 5 short questions to be attempted  
(maximum: 30 marks)
- B. A short paragraph to be written in response to one of four headings  
(maximum: 30 marks)
- C. A longer paragraph to be written in answer to one of four questions  
(maximum: 40 marks)

The marking of parts A, B and C will proceed as follows:

- A. Typically the marks will be awarded as 6 marks per question, with 6 marks x 5 giving the maximum 30 marks. See **Notes on individual topics** below for variations to that practice.
- B. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 20 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.
- C. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 30 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.

**Cumulative Mark (CM)**

This is the total mark awarded for Core Statements, subject to a maximum of 20 marks in part B and a maximum of 30 marks in part C.

**Overall Evaluation (OE)**

In awarding OE, the examiner will consider how well the answer responds to the heading or addresses the set question. The following grading table will apply:

|                   |            |
|-------------------|------------|
| <b>Excellent:</b> | 9-10 marks |
| <b>Very good:</b> | 7-8 marks  |
| <b>Good:</b>      | 5-6 marks  |
| <b>Fair:</b>      | 3-4 marks  |
| <b>Poor:</b>      | 0-2 marks  |

In awarding both CM and OE, the examiner will approach the material with an open mind as to the range of valid answers which may be expected of a candidate at Ordinary Level and with an understanding of the scope of knowledge and historical skills which the syllabus demands.

**Notes on individual topics**

**SECTION 2: IRELAND**

*Ireland: Topic 1*

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

- A1. The Synod of Thurles (6)
- A2. Bishops and priests (3m + 3m) (6)
- A3. Chapel and convent (3m + 3m) (6)
- A4. Chapel bell/convent chimes/organ (any two for 3m + 3m) (6)
- A5. ONE decision of the Synod of Thurles (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. De Valera's personal secretary/secretary (6)
- A2. He was in an "awful" state (6)
- A3. Recalling the delegation from London/The resignation of the Ministers (6)
- A4. She calls it a "farce"/she opposes it (6)
- A5. ONE political organisation associated with Griffith (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. Irish Catholic immigrants and African-Americans (3m + 3m) (6)
- A2. Raucous saloons/dancehalls/drunken brawls/crooks (6)
- A3. To send to elderly parents in Ireland/to pay for others to come to the US (6)
- A4. Contagious diseases spread like wildfire (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 5*  
**Politics and society in Northern Ireland, 1949-1993**

- A1. Problems linked to the activities of the ABOD/widespread discord and bloodshed (6)
- A2. 12<sup>th</sup> August (3m) 1969 (3m) (6)
- A3. 30,000 people (6)
- A4. The extreme Protestant element (6)
- A5. ONE aim of the ABOD (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. Bishop James Fergus (6)
- A2. News from the (Vatican) Council (6)
- A3. The opening of the Catholic Church to the world/the promise of greater social justice (6)
- A4. The priest would face the congregation/the Mass would be in English or Irish, not in Latin (6)
- A5. ONE impact of Archbishop McQuaid (6)

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

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

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

- A1. Westminster Palace Hotel and March 1886 (3m + 3m) (6)
- A2. The outcome of Parnell's conversation with Gladstone (6)
- A3. They thought that the British Prime Minister had agreed to their dream (of Home Rule) (6)
- A4. They thought that Gladstone's offer was mean/limited/poorly financed (6)
- A5. The First Home Rule Bill was defeated (6)

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

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

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

- A1. Prefect of the Seine (6)
- A2. To get rid of the ancient narrow streets/to build broad boulevards (6)
- A3. The population was reduced from 15,000 to 5,000/destruction of private dwellings (6)
- A4. Broader streets/new railway stations (6)
- A5. ONE improvement to sanitation (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. Germany is now powerful/prosperous (6)
- A2. A strong army and a strong navy (3m + 3m) (6)
- A3. 60 million people (6)
- A4. To expand in all directions (6)
- A5. ONE aspect of the British response (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. Broad avenues for cars/new metro stations (6)
- A2. They are like cathedrals/spacious/marble floors/chandeliers (6)
- A3. Parks/sporting arenas (6)
- A4. Squalid living conditions/over-crowding/shared kitchens (6)
- A5. ONE achievement of the Five-Year Plans (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. 4<sup>th</sup> November (3m) 1956 (3m) (6)
- A2. They have “no heavy weapons”/using hand grenades against tanks (6)
- A3. Defeat/death/will not be able to resist the Russians for long (6)
- A4. Support from the UN/A little encouragement (6)
- A5. ONE key point relating to Imre Nagy (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. Chancellor of the Exchequer (6)
- A2. London and one hour (3m + 3m) (6)
- A3. They were a matter of honour/survival (6)
- A4. Control of the Suez Canal/the collapse of Nasser (6)
- A5. ONE main outcome (6)

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

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

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

- A1. The American way of life (6)
- A2. American amusements/greed for money (6)
- A3. Compulsory scientific training/compulsory physical training (6)
- A4. In God (6)
- A5. ONE achievement of Billy Graham (6)

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

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



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

# **LEAVING CERTIFICATE 2026**

## **MARKING SCHEME**

### **HISTORY** **Early Modern**

### **ORDINARY LEVEL**

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

There are four parts in the Documents-based question:

1. Comprehension (40 marks)
2. Comparison (20 marks)
3. Criticism (20 marks)
4. Contextualisation (20 marks)

**1. Comprehension (40 marks)**

- |     |                                                               |    |
|-----|---------------------------------------------------------------|----|
| (a) | The co-operative Gaelic chieftains of Laois and Offaly        | 8M |
| (b) | On the western third of the territory along the River Shannon | 8M |
| (c) | Fort Governor                                                 | 8M |
| (d) | The growing season of the year is over                        | 8M |
| (e) | Lord Deputy Sussex would decide on rents to be paid.          | 8M |

Max = 40M

**2. Comparison (20 marks)**

- (a) Both documents note what is to be required of those who receive land.  
 Answers should use both documents to support their points

Doc A: those who received land were to farm it, build houses of stone and timber and following English law and customs.

Doc B: They were to pay rents and to increase tillage.

Mark quality of answer on its merits.

Reference to both documents required.

5M + 5M

Max = 10M

(b) Garrisons are mentioned in both documents

Doc A: There were existing garrisons at Fort Protector (Maryborough) and Fort Governor (Philipstown).

Doc B: Laois and Offaly are occupied “only by our garrisons”, but their exact locations are not given.

Reference to both documents required.

5M + 5M

Max = 10M

**3. Criticism (20 marks)**

(a) Document A is a secondary source.

Give one reason, such as:

It is from a book by Steven G. Ellis, published in 1985, over 400 years after the events in question.

The extract is written in the past tense (e.g., “All were to farm the land...”), not as contemporary instructions to the new settlers.

The doc refers to instructions from Queen Marry to Sussex, writing about them from a historical, not contemporary point of view.

5M + 5M

Max = 10M

(b) Document B shows that Queen Elizabeth I was not happy with the progress of the Plantation:

She says that the two counties are “not yet planted”.

The counties are “unpopulated wastes”.

They are costing her money and the cost “can only increase”.

The best time of year for farming and building is already over.

Look for two reasons

5M + 5M

Max = 10M

**4. Contextualisation (20 marks)**

*What was the purpose of the Plantation of Laois-Offaly and did it achieve its purpose?*

Mark by the principle of Core Statement.

Max = 20M

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- 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 (300 marks)**

Each Topic is divided into three parts:

- A. A stimulus-driven unit with 4/5 short questions to be attempted (maximum: 30 marks)
- B. A short paragraph to be written in response to one of four headings (maximum: 30 marks)
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The marking of parts A, B and C will proceed as follows:

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**Cumulative Mark (CM)**

This is the total mark awarded for Core Statements, subject to a maximum of 20 marks in part B and a maximum of 30 marks in part C.

**Overall Evaluation (OE)**

In awarding OE, the examiner will consider how well the answer responds to the heading or addresses the set question. The following grading table will apply:

|                   |            |
|-------------------|------------|
| <b>Excellent:</b> | 9-10 marks |
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| <b>Poor:</b>      | 0-2 marks  |

In awarding both CM and OE, the examiner will approach the material with an open mind as to the range of valid answers which may be expected of a candidate at Ordinary Level and with an understanding of the scope of knowledge and historical skills which the syllabus demands.

***Notes on individual topics***

**SECTION 2: IRELAND**

***Ireland: Topic 2***

**Rebellion and conquest in Elizabethan Ireland, 1558-1603**

- A1. The Catholic Church (6)
- A2. The Protestant Church (6)
- A3. Cashel/Emly (6)
- A4. It was in ruins (6)
- A5. ONE reason (6)

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

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

***Ireland: Topic 3***

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

- A1. 1633 (6)
- A2. Kilkenny Castle (6)
- A3. She gave them shelter at the Castle (6)
- A4. Her husband had surrendered to parliamentary forces (6)
- A5. ONE reason (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. Outlaws/bandits (6)
- A2. In their pocket/in a dry place (6)
- A3. Running water/pond (6)
- A4. One hour (6)
- A5. ONE political view (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. William Fitzwilliam and £70 per year (3m + 3m) (6)
- A2. It has a supply of water (6)
- A3. Coal (6)
- A4. Two attics (6)
- A5. ONE building (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. The following day (6)
- A2. Barn/stable/hay stack/straw (any two, 3m + 3m) (6)
- A3. Oats/wheat/fodder for livestock (6)
- A4. All the windows were broken (6)
- A5. ONE aim (6)

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

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

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

- A1. A patron/local chieftain (6)
- A2. To praise him and his family/to note his famous ancestors (6)
- A3. To mourn him (6)
- A4. A special training in language at a bardic school (3m +3m) (6)
- A5. ONE aspect of the role of the brehon (6)

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

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

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

- A1. They should arrive on time/without musicians (6)
- A2. They should be sent away (6)
- A3. The names of patron saints and kings (3m +3m) (6)
- A4. They would encourage superstition/idolatry (6)
- A5. ONE religious idea (6)

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

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

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

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

- A1. They feared causing suspicion among the Chinese (6)
- A2. The Chinese language/Chinese writing/the customs of the people (6)
- A3. By example/by sanctity (6)
- A4. A long robe reaching to the heels and wide sleeves (3m + 3m) (6)
- A5. ONE achievement (6)

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

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

#### *Europe and the wider world: Topic 3*

#### **The eclipse of Old Europe, 1609-1660**

- A1. It was a period of severe cooling/temperatures dropped by 2°C (6)
- A2. Crop failures (6)
- A3. Volcanic activity (6)
- A4. A hailstorm (6)
- A5. Brief 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 4*  
**Europe in the age of Louis XIV, 1660-1715**

- A1. Wooden buildings/narrow streets (6)
- A2. Its beggars and thieves (3m + 3m) (6)
- A3. There was a fire (6)
- A4. He had to offer bribes/presents to get anything done (6)
- A5. ONE reason (6)

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

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

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

- A1. The Nawab of Bengal (6)
- A2. English prisoners suffocated (6)
- A3. He had a much smaller army (6)
- A4. He let the East India Company be in charge of administration/taxation (6)
- A5. ONE relevant fact (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. To deal with enemies of the revolution (6)
- A2. The desire for vengeance against traitors (6)
- A3. Queen Marie Antoinette and several generals (3m + 3m) (6)
- A4. The guillotine at Place de la Revolution (3m +3m) (6)
- A5. ONE aspect if its impact (6)

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

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



## Coimisiún na Scrúduithe Stáit

### *Marcanna Breise as ucht freagairt trí Ghaeilge*

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

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

### *Tábla 400 @ 10%*

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

Bain úsáid as an ngnáthrata 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           |





