



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2025

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).
✗ 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)

Very good = 3
Good = 2
Fair = 1

Identify aims
(max = 3 mks)

Very good = 3
Good = 2
Fair = 1

Identify approach
(max = 3 mks)

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:

Historical knowledge – 25 marks Thorough accurate and relevant to the title	Excellent: 21-25 Very good: 16-20 Good: 11-15 Fair: 6-10 Weak: 0-5
Research skills – 15 marks – Such as Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	Excellent: 13-15 Very good: 10-12 Good: 7-9 Fair: 4-6 Weak: 0-3
Presentation – 10 marks Literacy Coherence Structure	Excellent: 9-10 Very good: 7-8 Good: 5-6 Fair: 3-4 Weak: 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 2025

MARKING SCHEME

HISTORY **Later Modern**

HIGHER LEVEL

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

1. Comprehension (20 marks)

- | | | |
|-----|---|----|
| (a) | On behalf of the British government/His Majesty's government | 5M |
| (b) | Parliamentary system/every adult has a vote/every area has a representative in the House of Commons/democracy | 5M |
| (c) | The marches are futile/they are propagandist/they might stir up discontent or create a disturbance/cause hardship to the marchers | 5M |
| (d) | To make parliament/government attend to its duties | 5M |

2. Comparison (20 marks)

- (a) Both documents question the value of marching on London, document A more so than document B. Points could include:
- In doc A, the government view of marches on London is entirely negative. The statement says that such marches "can do no good", are "liable to cause hardships" and are "altogether undesirable".
 - The government states that the parliamentary system, where each voter has a member of parliament to represent him/her, is the only way to influence government policy, and that marches have no "constitutional role".
 - The government sees marches as futile as no government minister will "consent" to meet any group of marchers.
 - Doc B also sees the shortcomings of marches, "these weary marches certainly are useless". Doc B suggests that the purpose of some marches may be "propagandist" or to "stir up discontent".
 - However, doc B also acknowledges the genuine grievances of the Jarrow marchers, "It is not to be wondered at that these men... should feel they have been neglected". Marchers have been out of work for many months and whole towns have had "all their industries disappear".
 - Doc B criticises parliament as often "forgetful, unimaginative and lazy", and suggests that governments need to be prodded into action by "popular pressure".
 - The writer praises the marchers for having drawn attention to the "desperate conditions" in Jarrow and sees the marchers not as troublemakers but as "men who are anxious that they shall not be forgotten".

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) Doc B more clearly depicts the social and economic problems of inter-war Britain. Points could include:

- Doc A contains no direct reference to the social and economic problems facing inter-war Britain. It criticises the holding of protest marches and defends the parliamentary system as the only method of conducting government business.
- The statement carefully avoids naming the problems which have provoked the marches to take place, "In the opinion of His Majesty's Government, such marches can do no good to the causes for which they are presented to be undertaken." The "causes" are not named or addressed.
- The government statement again evades identifying any problem in the dismissive phrase, "whatever their particular purpose" in the last paragraph.
- In comparison, doc B refers directly to the "two hundred unemployed men" who are marching from Jarrow to London to present a petition to parliament.
- The editorial refers to "men who have been out of work for many months" and to "whole towns which have seen all their industries disappear". This reflects the social and economic problems affecting Britain at the time.
- Doc B also refers to the sense of "neglect" felt by people in towns such as Jarrow and the anxiety of unemployed people "that they shall not be forgotten".

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 the points made in doc A are convincing. Answers should refer to the doc and may also use relevant contextual knowledge.

Answers may include points such as:

- The government statement makes a strong point as to how Britain is governed through parliamentary representation, rather than in response to public petitions and pressure. True to its word, the government did not meet with the Jarrow marchers when they arrived in London.
- The government's points are not convincing. The government had no effective response to offer to the Jarrow marchers, therefore they refused to meet them. The government was showing cowardice rather than the courage of its convictions in refusing to meet the marchers.
- In this statement, the government refuses to even acknowledge why protestors are marching to London. The "causes" or "particular purpose" of the march are left unspecified, suggesting the government does not want to face up to the problems in towns such as Jarrow.

- The government says that it follows normal procedures and is “always prepared to meet members of parliament”, but this is an insufficient/unconvincing response given the scale of the problems facing Jarrow in 1936.
- The offhand response of the government, as shown in doc A, was proven by subsequent events in Jarrow, with the town only beginning to recover when the war caused demand for steel works and shipping to grow.

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

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

(b) Candidates should assess the value of this newspaper editorial as a historical source on the Jarrow March.

Answers may include points such as the following:

- The candidate may attempt to define what a newspaper editorial is: an opinion piece giving the editor’s point of view on an event in the news of the time. Unlike a newspaper report/article, an editorial does not give a full account of the event in question.
- It is of value because this is a primary source, written as the Jarrow March was in progress. A newspaper editor would usually have expert knowledge of current events and would be used to evaluating the circumstances and personalities relating to current events.
- However, as editor of The Irish Times, this editor did not have first-hand experience of the march and was relying on reports made by other journalists to provide him with information on the march.
- This editorial allows us to see how the Jarrow March was viewed at the time. The editor attempts to be even-handed in his treatment of the events in question. He seems to agree with the government that such marches “certainly are useless”, but he also thinks that the government statement takes “too narrow a view of the matter”, and that governments can be “unimaginative and lazy”.
- He shows that there was public sympathy for the marchers at the time. He says the marchers’ aim was simply to make “a plea for work” and to draw attention to the “desperate conditions” in Jarrow.
- This editorial lacks detailed factual information about the march. A historian should read newspaper reports as well as newspaper editorials to learn more about the key daily developments during the march.

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)

Would you agree that the Jarrow March was a total failure? Argue your case.

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 (during + after) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Young Ireland + Fenianism) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (political + religious) If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40

Ireland: Topic 2

Movements for political and social reform, 1870-1914

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

Ireland: Topic 3

The pursuit of sovereignty and the impact of partition, 1912-1949

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (rise of SF + decline of HR) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Treaty and Civil War + WWII) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (North + South) If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40

Ireland: Topic 4
The Irish diaspora, 1840-1966

- | | | | | | |
|----|---|------|---------|------|---------------------------|
| 1. | Max. CM | = 60 | Max. OE | = 40 | |
| 2. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (nationalism + unionism) | | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| 4. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Joe Kennedy + JFK) | | | | If only ONE, Max. CM = 50 |

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

- | | | | | | |
|----|---|------|---------|------|---------------------------|
| 1. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Brookeborough + O'Neill) | | | | If only ONE, Max. CM = 50 |
| 2. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Coleraine + tensions in NI) | | | | 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 (problems + response) | | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| 4. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Robinson and Meehan) | | | | If only ONE, Max. CM = 50 |

SECTION 3: EUROPE AND THE WIDER WORLD

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

1. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (Metternich + Marx) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (Mazzini + Bismarck) 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

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

1. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (economic crisis + war) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (at home + abroad) 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

Division and realignment in Europe, 1945-1992

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (Khrushchev + Gorbachev) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (Vatican II + John Paul II) If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (any two) 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
 (NOTE: Refer to at least two European countries If only ONE, Max. CM = 50)

2. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (Suez + international relations) 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 6
The United States and the world, 1945-1989

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

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

3. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (American Dream + reality) If only ONE, Max. CM = 50

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



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LEAVING CERTIFICATE 2025

MARKING SCHEME

HISTORY **Early Modern**

HIGHER LEVEL

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

1. Comprehension (20 marks)

- (a) To discuss a marriage between Princess Mary and the Duke of Orleans 5M
- (b) He asked was the princess legitimate 5M
- (c) Anne Boleyn 5M
- (d) Falsehoods have been invented/monasteries have been overthrown/
religious conflicts have arisen/executions have been carried out/
good and ancient laws have been changed 5M

2. Comparison (20 marks)

- (a) Doc B expresses greater concern for the welfare of the kingdom.

Doc A is the words of Henry VIII himself and mainly deals with concerns about his own family matters and his own qualms of conscience. He wonders about God's will and fears that God is punishing him.

In the third paragraph he says he fears for "the good of the kingdom" because he lacks a male heir. He says he is considering taking another wife for "the good of this noble realm". It is as if he is justifying his divorce by saying it is for the good of the kingdom.

The writer of Doc B criticises the impact of the divorce on England and describes its negative impact in detail. Cavendish mentions numerous "ill effects" including lies that have been told, the closure of "noble and ancient monasteries", religious conflict, executions, and changes to the laws of England. He believes the kingdom has been almost destroyed and that the ill effects are ongoing, "the plague has not yet ceased".

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) The importance of the monarch at that time could be reflected in points such as:

Doc A

- Marriages between European royal families are negotiated by diplomats who check the suitability and status of the prospective partners. These marriages are of high political and international importance.
- Henry VIII has come to believe that God is indignant that he married his brother's wife and therefore punished him by sending no male heirs. This reflects Henry's inflated sense of his own importance.
- Henry believes that the welfare of the kingdom is directly threatened by his lack of a male heir. He fears instability and danger if he does not have a son to succeed him. The welfare of the kingdom depends on the welfare of the king.
- The fact that Cavendish did not write his account of the divorce until after Henry's death suggests that the writer was too afraid of the king to write about the divorce during Henry's life time. This shows the power and importance of Henry VIII, who dealt with his opponents by executing them.

Doc B

- Cavendish illustrates the importance of the monarchy by describing what he sees as the negative impact of Henry VIII on England.
- Henry VIII's "foolish" love life has brought ruination to the kingdom in many ways. Monasteries have been closed down, depriving the poor from the relief they used to provide. Religious conflicts and executions have caused the deaths of many people.
- The "will and wilful desire" of the king has brought the noble kingdom almost to destruction.
- The impact of a king's actions far outlasts him, showing the king's importance in society. The "fatal love" for Anne Boleyn was soon over but "the plague" caused by the king's determination to divorce Catherine and marry Anne "has not yet ceased" even after several decades.

Mark each document on a sliding scale out of 5:

Excellent = 5 mks	Very good = 4 mks	Good = 3 mks
Fair = 2 mks	Weak = 0-1 mks	10M

Answer referring to one document only = 5M max

3. Criticism (20 marks)

- (a) The king's version of events can be seen as convincing and/or unconvincing.

Supporting points could include:

- The king speaks honestly of his doubts and troubles. He was worried by the words of the French ambassador, questioning his daughter's legitimacy. His conscience is afflicted by a sense of guilt and he fears that God is punishing him. He considers the good of the kingdom as his primary focus rather than any dissatisfaction with his wife.
- The king's words are self-serving and hypocritical. He uses the words of the French ambassador, his alleged fear that God is punishing him and his apparent concern for the welfare of the kingdom as excuses to divorce the wife he no longer deems capable of producing a male heir.
- The impact of Henry's actions in declaring himself the head of the church, closing down and confiscating the wealth of the monasteries, executing those who opposed him (e.g. Thomas More) show that he was not concerned about the welfare of his kingdom but saw a way of increasing his own power and wealth.

Mark the answer on a sliding scale out of 10:

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

- (b) No, the document would not have been published in Henry's lifetime.

Supporting points could include:

- The document is highly critical of Henry VIII at a personal level, describing him as wilful/stubborn and stating that his obsession with Anne Boleyn was "foolish love". He implies that Henry VIII was fickle, "the fatal love lasted but a short time".
- The document is also highly critical of the impact of Henry VIII's actions on England, describing the destruction of the monasteries, religious conflict and executions that have taken place due to Henry VIII. He accuses the king of almost destroying the kingdom, which would have been seen as treason during Henry's lifetime.
- Henry did not tolerate criticism or opposition to his wishes. He executed two of his wives, and important courtiers such as Thomas More and Thomas Cromwell, etc. Cavendish would not have dared to publish such an account as is given in Doc B in Henry's lifetime.

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)

What steps were taken by Henry VIII to end his marriage with Catherine of Aragon and what was their importance for England?

In question 4, marking by paragraph begins.

Cumulative Mark = Max. 24 marks

Overall Evaluation = Max 16 marks

Cumulative Mark (CM)

These marks are awarded for historical content which is accurate and relevant to the question.

The examiner will divide the answer into paragraphs or paragraph equivalents.

A paragraph or paragraph equivalent may be one of the following:

- (i) A relevant introduction giving the background situation and/or defining the terms and explaining the approach;
- (ii) An episode, phase or stage in a sequence of events;
- (iii) An aspect of a topic/issue, with supporting factual references;
- (iv) A point in an argument or discussion, with supporting factual references;
- (v) An explanation of a concept or term, with supporting factual references;
- (vi) A number of significant, relevant statements of fact, explanation or comment which, although not connected or related, can be taken together and assessed as a paragraph equivalent;
- (vii) A good concluding paragraph or summation, which is not mere repetition.

(Summation which is mere repetition = max 4 marks)

Having divided the answer into paragraphs or paragraph equivalents, the examiner will award marks to each paragraph or paragraph equivalent as follows:

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 (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 (i.e. to answer the question as asked)?

SECTION 2: IRELAND

Ireland: Topic 1

Reform and Reformation in Tudor Ireland, 1494-1558

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Gearóid Mór + Gearóid Óg)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements If only ONE, Max. CM = 50

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Dublin + the Pale) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Creagh + Magrath) 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

Ireland: Topic 3

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

1. Max. CM = 60 Max. OE = 40
NOTE: THREE elements (political, economic and religious)
If only TWO, Max CM = 50 If only ONE, Max CM = 40
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (why + what form) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (actions + justification) 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 (Catholics + Protestants) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
 NOTE: THREE elements (aims, steps and failure)
 If only TWO, Max CM = 50 If only ONE, Max CM = 40
3. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements If only ONE, Max. CM = 50
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 (Protestant Nation + Ponsonbys)
 If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (reasons + effectiveness) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40

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

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

SECTION 3: EUROPE AND THE WIDER WORLD

Europe and the wider world: Topic 2

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

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Netherlands + Armada) 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 3

The eclipse of Old Europe, 1609-1660

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (why + defeat) 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
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (modernise + extend) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (activities + impact) If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40

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

- | | | | | |
|----|---|------|---------|---------------------------|
| 1. | Max. CM | = 60 | Max. OE | = 40 |
| 2. | Max. CM | = 60 | Max. OE | = 40 |
| | NOTE: TWO elements (at home + abroad) | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 |
| | NOTE: TWO elements (life + trade) | | | If only ONE, Max. CM = 50 |
| 4. | Max. CM | = 60 | Max. OE | = 40 |
| | NOTE: TWO elements (Franklin + Tea Party) | | | If only ONE, Max. CM = 50 |

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



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 ngnóthaíonn 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% 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

