



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2025

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 |
| NR | No Response | Question not answered |
| Extra A | | Refers to the alternative set of questions on page 15 of the exam paper. |
| Third-A Third-B Third-C | | 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, 2025:

The assessment arrangements for Leaving Certificate Ordinary Level History in 2025 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 | Very good: | 21-25 marks |
| | Good: | 15-20 marks |
| | Fair: | 8-14 marks |
| | Weak: | 0-7 marks |

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

EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

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

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

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

Review of the research process

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



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2025

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) In every church and chapel in Jarrow | 8M |
| (b) Shaved/boots mended and polished/clothes mended and brushed/ did their best to look smart | 8M |
| (c) They marched for 50 minutes and rested for 10 minutes/marched by army rules | 8M |
| (d) The closure of the [Jarrow] shipyard | 8M |
| (e) The opening of a steelworks | 8M |

Max = 40M

2. Comparison (20 marks)

- (a) Answers can state enjoyable and/or miserable
- Doc A: The men did their best to look smart
They had a bus full of supplies
The paced themselves so as not to exhaust themselves (50+10 mins)
Well fed on fine days
But only sandwiches in the rain on wet days
Music provided by a mouth organ band
- Doc B: They marched with banners and a mouth organ band.
Strict rules: no drinking was allowed

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) Document A or B

- Doc A: Written by Ellen Wilkinson
 Her role is included in all descriptions of the march activities,
 “We started each morning... we marched... we stood under
 mackintoshes...”
 She is involved in all aspects of the march
- Doc B: Written by a historian around 70 years later
 Ellen Wilkinson is mentioned only once
 Details of her appearance are given: small and red-haired
 She is only with the marchers for “some of the way”

If only one doc, max. 5m

5M + 5M

Max = 10M

3. Criticism (20 marks)

(a) Doc A is a primary source

It is written by Ellen Wilkinson who helped to organise and took part in the march. She is a participant in the events described.
Her book was published in 1939, within three years of the march taking place.

Doc A and a valid reason 5M + 5M

Max = 10M

(b) The marchers deserved public support:

- Doc A: They were prayed for in all churches and chapels in Jarrow showing
 the town wanted the men to be supported.
 The marchers do their best to look respectable, fixing up their worn
 boots and clothes, shaving carefully before setting out.
 The journalists who accompany them give them “steady support”.
- Doc B: The unemployment rate was very high and 11,000 people signed the
 petition, showing sympathy for the marchers.
 The marchers aimed to be respectable and “not threatening”.
 They didn’t drink alcohol on the march.
 They had the support of churches in Jarrow.

If only one doc, max. 5m

5M + 5M

Max = 10M

4. Contextualisation (20 marks)

Was the Jarrow march a success or a failure? Give reasons for your answer.

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:

| | |
|-------------------|------------|
| Excellent: | 9-10 marks |
| Very good: | 7-8 marks |
| Good: | 5-6 marks |
| Fair: | 3-4 marks |
| Poor: | 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. Callan, Co. Kilkenny (one element only = 3m) (6)
- A2. He collected the Catholic Rent (6)
- A3. O'Connell's victory in the Clare election (6)
- A4. A drum (6)
- A5. ONE benefit of Catholic Emancipation (6)

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

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

Ireland: Topic 2
Movements for political and social reform, 1870-1914

- A1. Morrison's Hotel, Dawson Street, Dublin (one element only = 3m) (6)
- A2. Kilmainham prison (6)
- A3. When the police constables joined the procession (6)
- A4. He swore the hotel workers to secrecy beforehand (6)
- A5. ONE aspect of the role of Dublin Castle (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. December 1940 (6)
- A2. Northern Ireland's contribution to the war effort (6)
- A3. There had been no air raids in Belfast yet/
air raid warnings were false alarms/only five air raid warnings so far (6)
- A4. Massive German air raids (air raids alone = 3m) (6)
- A5. ONE contribution of Richard Dawson Bates (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. From Lincoln Jail (6)
- A2. That he would go to America/he would seek support for the Irish cause (6)
- A3. De Valera felt he could be useful in America (6)
- A4. They were against it/they felt he should stay in Ireland (6)
- A5. ONE achievement of De Valera in America (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. The National Health Service (NHS) (6)
- A2. Dental services/spectacles/drugs (any two for 3m + 3m) (6)
- A3. Over prescription of drugs (6)
- A4. It wanted to maintain its Catholic ethos (6)
- A5. ONE other benefit of the welfare state (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. De Gaulle rejected the application (6)
- A2. Britain and Denmark (3m + 3m) (6)
- A3. The original six members had access to Irish, British and Danish fisheries (access to Irish fisheries alone = 3m) (6)
- A4. Ireland was allowed to double its fish catches/increase the value of its fish catches (6)
- A5. ONE other contribution of Garret FitzGerald (6)

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

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

SECTION 3: EUROPE AND THE WIDER WORLD

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

- A1. Balls/banquets/theatrical entertainments (6)
- A2. Carriages were provided (6)
- A3. Ladies-in-waiting (6)
- A4. Providing amusements/deciding who was more important than whom (6)
- A5. ONE political decision (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. Conscription [for men] (6)
- A2. Over one million (6)
- A3. Drove trams/worked on the land/munitions/nursing (any two, 3m + 3m) (6)
- A4. They escaped from domestic service/escaped from usual conventions/
had more employment opportunities/had their own income (6)
- A5. No (3m), and explanation (3m) (6)

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

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

Europe and the wider world: Topic 4

Division and realignment in Europe, 1945-1992

- A1. To adapt the Catholic church to a changing world (6)
- A2. Church services were held in the language of the worshippers (6)
- A3. With Jewish people/other churches (6)
- A4. To engage with the modern world (6)
- A5. ONE contribution of Pope John Paul II (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. Democratic Republic of the Congo (6)
- A2. Prime Minister of Katanga province (6)
- A3. That he would declare Katanga independent (6)
- A4. Katanga was the richest province/copper and uranium mines were located there/provided 65% of national income, etc. (6)
- A5. ONE example. (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. They were carried out in secret/high security (6)
- A2. 4,000 reporters (6)
- A3. A worldwide audience (6)
- A4. The news corps went to Houston/NASA kept reporters informed of developments (6)
- A5. ONE valid outcome (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. He is learning what is going on/getting trained/gaining discipline/precision (6)
- A2. The work is tedious/no slacking under Stalin's firm hand (6)
- A3. He has shaken things up/he has trained writer in his work (6)
- A4. Yes or No (3m), plus reason (3m) (6)
- A5. ONE valid reason (6)



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2025

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) Henry VIII married Catherine of Aragon/his brother's widow 8M
- (b) To secure the succession/to satisfy his pride 8M
- (c) Princess Mary and the son of the King of France 8M
- (d) By not sending him a son 8M
- (e) Should he take another wife? 8M

Max = 40M

2. Comparison (20 marks)

- (a) The answers may say yes or no regarding the problem facing the King. Answers should use both documents to support their points

Doc A says that the problem was that his wife, Catherine of Aragon, did not provide a son and heir. Other possible problems are that all children, apart from Mary, died in infancy and that the King needed a son to secure the throne.

Doc B says the problem is that God has not sent the King sons. Other possible problems are the question of Princess Mary's legitimacy and the safety of the Kingdom due to the lack of a male heir.

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

5M + 5M

Max = 10M

(b) Document A gives more information about Catherine of Aragon

Document A tells us that she was his elder brother's widow, that she was five years older than Henry, that she had been a pious and loyal wife and that Henry had been devoted to her. However, she did not provide Henry with a son and heir.

Doc B mentions that Catherine had been married to the King's late brother, Prince Arthur, but there is no other information about Catherine.

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

2M + 4M + 4M

Max = 10M

3. Criticism (20 marks)

(a) Document A is a secondary source because it is written by a historian, John Lotherington, in a book which was published in 2003. Lotherington was not alive at the same time as the characters he writes about. His book was written nearly 500 years later. Lotherington, living in the 20/21st centuries, was not an eye-witness to the events she describes.

Secondary source and a valid explanation

5M + 5M

Max = 10M

(b) Document B is useful to a historian. Reasons could include:

- It is useful because the writer's account was written soon after the events it deals with took place and may therefore be more reliable than an account written long after the events took place.
- It gives the King's own words and shows what way his mind was thinking.
- It gives us information on how the royal families of Europe arranged marriages between their children.
- It gives a reason why Henry VIII wanted to divorce Catherine of Aragon.
- It is relevant to the Reformation in England, etc.

Look for two reasons

5M + 5M

Max = 10M

4. Contextualisation (20 marks)

What steps did Henry VIII take to end his marriage to Catherine of Aragon?

Mark by the principle of Core Statement.

Max = 20M

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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)
- 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:

| | |
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| Excellent: | 9-10 marks |
| Very good: | 7-8 marks |
| Good: | 5-6 marks |
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| Poor: | 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

Reform and Reformation in Tudor Ireland, 1494-1558

- A1. Lord Deputy Leonard Grey (6)
- A2. Twelve (6)
- A3. Enough food for 40 days (6)
- A4. Sword, bow, javelin (any two, 3m + 3m) (6)
- A5. ONE valid duty (6)

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

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

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

- A1. Donal O'Flaherty (6)
- A2. Due to the naval power of the O'Malleys (6)
- A3. To seek agreement with the Tudor state (6)
- A4. For a grant of lands (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 3

Kingdom v. colony: the struggle for mastery in Ireland

- A1. Bordeaux/France (6)
- A2. It begins with the creation of the world (6)
- A3. To the coming of the Normans/12th century (6)
- A4. Those who were not born in Ireland/those who were not Catholic (6)
- A5. Manuscript form/hand-written form (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. Banned the import of live Irish cattle to England (6)
- A2. Certain items from the colonies (6)
- A3. Prices increased (6)
- A4. From the export of raw materials to the export of processed goods (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
Colony versus kingdom - tensions in mid-18th century Ireland, 1715-1770

- A1. Clonmel prison (6m), Clonmel only (3m), prison only (3m) (6)
- A2. Ard Pádraig (6)
- A3. Tormenting cattle (6)
- A4. He is condemned to death (6)
- A5. ONE valid reason (6)

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

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

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

- A1. For his involvement in the United Irishmen (6)
- A2. Dublin (6)
- A3. Loyal to the Crown (6)
- A4. They now favour the United Irishmen (6)
- A5. ONE valid aim (6)

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

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

SECTION 3: EUROPE AND THE WIDER WORLD

Europe and the wider world: Topic 2

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

- A1. The Venetian Ambassador to Spain (6)
- A2. From Spain (6)
- A3. Praying for God's favour on the Armada (6)
- A4. The English are expecting an attack/well prepared/courageous (6)
- A5. ONE valid action (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. Godliness and virtue (6)
- A2. Religious practice (6)
- A3. Theatres were closed down [for a time] (6)
- A4. Dancing around the maypole/celebrating Christmas (6)
- A5. ONE other 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 4

Europe in the age of Louis XIV, 1660-1715

- A1. A treatise on siege-warfare (6)
- A2. Twenty successful sieges (6)
- A3. The bayonet (6)
- A4. He wrote a pamphlet on taxation of which the King disapproved (6)
- A5. ONE valid way (6)

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

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

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

- A1. To relieve the financial stresses of the East India Company/let the East India company export/sell tea to the American colonies (6)
- A2. Colonial merchants/smuggling rings (6)
- A3. As Indians (6)
- A4. Boarded the tea ships (3m) and threw the cargoes into the harbour (3m) (6)
- A5. Brief explanation of the event (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. A prison (3m) in Paris (3m) (6)
- A2. Card games (6)
- A3. A billiard table (6)
- A4. That they would become famous/be seen as heroes/make their fortune (6)
- A5. ONE valid reason (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. In the New World (6)
- A2. His cousin paid his fare from Spain (6)
- A3. By working as a tailor (6)
- A4. Food is cheap and plentiful/all Spaniards have a horse/plenty of work available/workers are well paid (6)
- A5. ONE valid reason (6)



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 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% 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 |

