



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022

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.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2022

MARKING SCHEME

HISTORY Later Modern

HIGHER LEVEL

Online Marking Annotations

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
—	Horizontal line	Underline
NR	No Response	Question not answered

Note: some annotations may not be relevant to particular scripts.

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	<i>Excellent:</i> 22-25 marks <i>Very good:</i> 17-21 marks <i>Good:</i> 13-16 marks <i>Fair:</i> 9-12 marks <i>Weak:</i> 0-8 marks
Reference to only TWO sources	<i>Excellent:</i> 15-17 marks <i>Very good:</i> 12-14 marks <i>Good:</i> 9-11 marks <i>Fair:</i> 6-8 marks <i>Weak:</i> 0-5 marks
Reference to only ONE source	<i>Excellent:</i> 8-9 marks <i>Very good:</i> 6-7 marks <i>Good:</i> 4-5 marks <i>Fair:</i> 2-3 marks <i>Weak:</i> 0-1 mark

EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

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

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

<i>Historical knowledge – 25 marks</i> Thorough accurate and relevant to the title	<i>Excellent:</i> 21-25 <i>Very good:</i> 16-20 <i>Good:</i> 11-15 <i>Fair:</i> 6-10 <i>Weak:</i> 0-5
<i>Research skills – 15 marks – Such as</i> Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	<i>Excellent:</i> 13-15 <i>Very good:</i> 10-12 <i>Good:</i> 7-9 <i>Fair:</i> 4-6 <i>Weak:</i> 0-3
<i>Presentation – 10 marks</i> Literacy Coherence Structure	<i>Excellent:</i> 9-10 <i>Very good:</i> 7-8 <i>Good:</i> 5-6 <i>Fair:</i> 3-4 <i>Weak:</i> 0-2

Review of the research process (10 marks)

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

The examiner should assess the review of the research process in its totality, and award marks as follows:

Excellent: 9-10

Very good: 7-8

Good: 5-6

Fair: 3-4

Weak: 0-2

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

1. Comprehension (20 marks)

- (a) In reaction to the Lockwood recommendation that a second NI university would not be located in Derry. 5M
- (b) A motorcade to parliament buildings in Belfast/Stormont. 5M
- (c) They were seen as traitors to Derry/they supported Coleraine rather than their own city. 5M
- (d) A lesson in organisation/how to protest against injustice. 5M

2. Comparison (20 marks)

- (a) **Yes**, both documents agree that the Lockwood committee rejected Derry as the site of a new university for Northern Ireland and both documents show that the government of Northern Ireland accepted Lockwood's recommendation.
Accept answers which argue that both documents disagree with the contents of the Lockwood Report.

Supporting points could include:

- Lockwood's recommendation is implied in doc A. The reaction of the people of Derry is "an intense feeling of disbelief" regarding Lockwood's conclusion.
- In doc A, the people of Derry organise a protest against Lockwood's recommendation.
- There is "outrage" among many people in Derry when they realise that a number of prominent Unionist figures in the city had not supported the city as the site for the new university, according to doc A.
- Doc A states that Prime Minister O'Neill ignored the protest and that the Stormont government decided to site the North's second university at Coleraine.
- The first paragraph of doc B clearly states that the Lockwood Report "recommended the siting of a new university for Northern Ireland at Coleraine" and that Derry was "bypassed".
- The people of Derry use "direct action of a modest sort" to protest against the recommendation.
- Doc B implies that the government accepted Lockwood's recommendation as it states that the demands for the university to be sited in Derry "failed".

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) Both documents suggest that Nationalists and Unionists were united in opposition to the Lockwood Report but both documents also state that some Unionists undermined the protests by secretly supporting Coleraine as the site for the new university.

Supporting points could include:

- In doc A, Bishop Daly states that “both sides of the Derry community, Nationalist and Unionist” attended the public meeting and that “all were at one”.
- In doc A, the fact that “most of the cars” in Derry took part in the motorcade to Belfast indicates that both Nationalists and Unionists were involved in the protest.
- However, doc A refers to division within Unionists in Derry, some of whom secretly opposed the siting of the new university in the city. The actions of these “prominent Unionist figures, leading citizens of Derry” provoked “outrage among much of the Derry population”.
- In doc B, Inez McCormack states that the Lockwood Report “united the city in outrage”.
- McCormack describes the divisions within Unionism in more detail. The Unionists who secretly supported Lockwood are referred to as “modern-day Lundys” or traitors. The actions of the “Seven Faceless Men” are in contrast to the “ferocious attack” on the Lockwood Report launched by “maverick Unionist MP, Desmond Boal”.

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) Candidates may offer positive and/or negative views on the value of an autobiography as historical source material.

Answers may include points such as the following:

- It is a primary source, written by an eye-witness to the events described.
- Autobiography allows us to get the personal reaction of the individual to events of public importance. Daly’s description of the “intense feeling of disbelief” among people in Derry conveys the sense of shock that the city was by-passed.

- Daly's autobiography gives us a ground-up view of events rather than a top-down account from a politician or an outsider's view from a journalist/academic, etc.
- Autobiography can facilitate an empathetic sense of understanding regarding events, such as listening to the "passionate speeches" at the "packed public meeting" or going to visit Stormont for the first time.
- Autobiography can illustrate the growing public awareness of an individual, such as Fr. Daly describing the beginning of his involvement in public affairs. This was his "first time at a public meeting of that nature". It was his first visit to Stormont, and he was "impressed" by the "huge building... the long drive leading up to it..." .
- The individual himself maybe of public importance. Here, we see the future Bishop Daly, who played a key role in Bloody Sunday and other events, describing how he first got involved in public affairs.
- Autobiography is good at conveying emotions as well as factual matter. Daly describes the feelings of "disbelief" in Derry, how Stormont and the Derry protestors were "impressive" (in his opinion), and the sense of frustration when the "allegedly liberal" O'Neill rejected the protest.
- Autobiography allows the writer, who is looking back at the events of his/her life, to place events in context. Daly's conclusion that "things would never be the same again" shows that the Coleraine University controversy marked a key point in the history of Derry and Northern Ireland.
- There may also be drawbacks associated with autobiography. An autobiography is limited to the perspective of one person who may not know all the facts relevant to a particular event.
- Daly's perspective is that of a Catholic priest (later, bishop) in Derry and his views may be biased. He describes Terence O'Neill as "allegedly liberal" to imply that O'Neill was not liberal at all.
- Daly's later status as bishop of Derry probably constrained him in how he describes events. He tries to keep a very even tone, which perhaps does not reflect the true sense of anger that existed at the time. His reference to the "prominent Unionist figures" is moderate. He says that these men had "not supported" Derry, whereas other commentators (including Inez McCormack) refer to them as "Lundys" or traitors. Daly does not address the issue of sectarianism in this extract.

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 may argue for and/or against the view that doc B is objective.
Evaluate the answer on the quality of the points made to support the given opinion.

Answers may include points such as the following:

- The candidate may attempt to define what he/she understands by objectivity, e.g. to give a fair account of events/ to try to take all sides into consideration/ freedom from bias/ not one-sided or personal/ exclusion of personal feelings or beliefs, etc.
- McCormack looks back on events from her perspective as a trade unionist and human rights activist, therefore she cannot be taken as an objective source.
- McCormack expresses strong opinions in doc B. She labels the Lockwood Report a “blatantly political decision” and calls the leading Unionist citizens who secretly supported the Report “modern-day Lundys” motivated by “sectarian purposes”. She favours the civil rights movement, describing their actions as “peaceful and determined” and saying that the NI state had repeatedly tried to “humiliate” the people of Derry. These are emotive rather than objective terms.
- McCormack tries to be objective by giving a range of views in her account of events. She describes the sense of “outrage” among the citizens of Derry while also giving information about the “Seven Faceless Men” and “maverick Unionist”, Desmond Boal.
- Candidates may argue that because Inez McCormack came from a Protestant background and opposed the Lockwood decision that doc B is therefore objective. She shows her objectivity by not following the hardline Unionist point-of-view.

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)

How did the Coleraine controversy and other issues contribute to tension in Derry in the mid-to-late 1960s? (Note two parts.)

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:

<i>Excellent:</i>	14-16 marks
<i>Very good:</i>	11-13 marks
<i>Good:</i>	6-10 marks
<i>Fair:</i>	4-5 marks
<i>Weak:</i>	2-3 marks
<i>Very weak:</i>	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 (200 marks)***

2022: Candidates should answer ONE question from each of TWO topics.

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 (government responses + private responses)
If only ONE, Max. CM = 50

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

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

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

1. Max. CM = 60 Max. OE = 40

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

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

NOTE: TWO elements (why + how)
If only ONE, Max. CM = 50

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

NOTE: TWO elements

If only ONE, Max. CM = 50

Ireland: Topic 3 **The pursuit of sovereignty and the impact of partition, 1912-1949**

1. Max. CM = 60 Max. OE = 40

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

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

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

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Lemass + Whitaker)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Archbishop McQuaid + Vatican II)
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 1

Nationalism and state formation in Europe, 1815-1871

1. Max. CM = 60 Max. OE = 40

NOTE: TWO elements

If only ONE, Max. CM = 50

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

NOTE: TWO elements (politically unstable + culturally productive)

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 2

Nation states and international tensions, 1871-1920

1. Max. CM = 60 Max. OE = 40

NOTE: TWO elements

If only ONE, Max. CM = 50

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

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

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

Europe and the wider world: Topic 3

Dictatorship and democracy in Europe, 1920-1945

1. Max. CM = 60 Max. OE = 40

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

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

NOTE: TWO elements (peace + war)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (originate + develop)

If only ONE, Max. CM = 50

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

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

NOTE: TWO elements (successes + failures)

If only ONE, Max. CM = 50

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

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

1. Max. CM = 60 Max. OE = 40

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

NOTE: Plural: "European countries"

If only ONE, Max. CM = 50

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

NOTE: TWO elements (problems + how effective)

If only ONE, Max. CM = 50

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

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

1. Max. CM = 60 Max. OE = 40

NOTE: TWO elements

If only ONE, Max. CM = 50

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

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

NOTE: TWO elements (strengths and weaknesses)

If only ONE, Max. CM = 50

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

NOTE: TWO elements

If only ONE, Max. CM = 50



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2022

MARKING SCHEME

HISTORY Early Modern

HIGHER LEVEL

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 (eg: 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	<i>Excellent:</i> 22-25 marks <i>Very good:</i> 17-21 marks <i>Good:</i> 13-16 marks <i>Fair:</i> 9-12 marks <i>Weak:</i> 0-8 marks
Reference to only TWO sources	<i>Excellent:</i> 15-17 marks <i>Very good:</i> 12-14 marks <i>Good:</i> 9-11 marks <i>Fair:</i> 6-8 marks <i>Weak:</i> 0-5 marks
Reference to only ONE source	<i>Excellent:</i> 8-9 marks <i>Very good:</i> 6-7 marks <i>Good:</i> 4-5 marks <i>Fair:</i> 2-3 marks <i>Weak:</i> 0-1 mark

EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

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

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

<i>Historical knowledge – 25 marks</i> Thorough Accurate and relevant to the title	<i>Excellent:</i> 21-25 <i>Very good:</i> 16-20 <i>Good:</i> 11-15 <i>Fair:</i> 6-10 <i>Weak:</i> 0-5
<i>Research skills – 15 marks – Such as</i> Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	<i>Excellent:</i> 13-15 <i>Very good:</i> 10-12 <i>Good:</i> 7-9 <i>Fair:</i> 4-6 <i>Weak:</i> 0-3
<i>Presentation – 10 marks</i> Literacy Coherence Structure	<i>Excellent:</i> 9-10 <i>Very good:</i> 7-8 <i>Good:</i> 5-6 <i>Fair:</i> 3-4 <i>Weak:</i> 0-2

Review of the research process (10 marks)

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

The examiner should assess the review of the research process in its totality, and award marks as follows:

Excellent: 9-10

Very good: 7-8

Good: 5-6

Fair: 3-4

Weak: 0-2

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

1. Comprehension (20 marks)

- (a) He dresses like a warrior/in doublet, jerkin and breeches, with his sword on his side. 5M
- (b) An army of horsemen and footmen. 5M
- (c) That long hair should be cut/that hair be worn in the English fashion. 5M
- (d) He was attacked/set upon, robbed of his horses and money, wounded and left for dead. 5M

2. Comparison (20 marks)

- (a) Doc A gives a very negative view of Meiler Magrath whereas Doc B offers excuses for his behaviour. In doc A, he is portrayed as a bully who abuses his status as archbishop in many different ways. Doc B shows that he is clever, having an answer for all accusations made against him, although some of his excuses seem implausible. He justifies his actions by proclaiming his loyalty to the crown.

Doc A

- Meiler is a gambler who uses church property to pay his debts. He appoints a “mere layman” to an important church position in Limerick.
- He resents being asked to pay people their back-pay.
- He is physically cruel to people, e.g., he attacked John O’Mullony with a knife and cut the flesh from his head.
- He goes around the country in the manner of a warrior rather than a churchman, terrorising people with his train of armed men.
- He uses his army of horsemen and footmen to win arguments by force.

Doc B

- He promoted Tadhg O’Hiffernan because of his “worthiness”.
- He cut John O’Mullony’s hair to enforce obedience to the Queen’s order that hair should be worn in the English fashion. It was O’Mullony’s fault he suffered a small cut to his skin because he resisted Meiler’s attempt to give him a haircut.
- He has to go about armed because he has made so many enemies through his loyalty to God and Queen. He has been attacked and “left for dead” while on duty for Her Majesty.

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) Yes, both documents suggest that Ireland in the 1590s could be a violent place.

Doc. A:

- Meiler is described as a “cruel beater of people”. The writer gives an example of what Meiler did to John O’Mullony, saying he is only “one among many”, which implies that Meiler was often physically abusive in his treatment of others.
- Meiler travels around the country armed as a warrior, accompanied by a train of armed men. This causes “great terror” among the people.
- Meiler wins arguments by force of arms rather than force of reason. His neighbours are bullied into submission by the threat of armed men.

Doc. B:

- Meiler feels entitled to enforce the Queen’s law using violence, such as the attack on John O’Mullony.
- Meiler uses the excuse of an attack upon himself “some eighteen years ago” to justify his present warlike demeanour. The fact that he travels around armed, and accompanied by armed men, may indicate that he is in constant fear of attack, thus showing that 1590s-Ireland is a violent place. However, his own behaviour also contributes to the threat of violence in Ireland at the time.

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) Yes and/or no. Evaluate the answer on the quality of the reasons given. The answer could contain points such as:
- The writer is biased against Magrath. All the points made about him portray him in a negative light. No redeeming points are mentioned.
 - The tone of the extract shows the writer's bias. He expresses shock ("a mere layman") or sympathy (the "poor man's head") to emphasise the depths of Magrath's depravity.
 - He reminds the reader that Magrath is "forgetting the honour due to his position as Archbishop" to make his behaviour sound more scandalous.
 - He adds in his own negative opinions rather than confining himself to facts. He mentions the train of "armed men" and adds that this causes "great terror" and is a "bad example" to the people. This may not be true.
 - He probably exaggerates the description of John O'Mullony's injuries.
 - It might be argued that the writer is not biased as he supports his allegations against Magrath with the names of people and places (Tadhg O'Hiffernan, Caherconlish, etc). The writer is giving a factual account of Magrath's bad behaviour.
 - The allegations made are based on facts rather than bias, and this is proved by Magrath's defence in doc B, where he does not deny that any of these incidents took place.

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) The answer could contain points such as:

- Both docs are from the Irish State papers and these are valuable, official records for the study of Irish history.
- They are primary sources, dating from the time of the events described and giving the perspectives of people involved in Irish affairs.
- Doc A illustrates concerns about Magrath's behaviour whereas doc B attempts to explain or justify his behaviour. Taken together, they give us two sides of the same story which is very useful for a historian.
- They are valuable because they give us perspectives on a key figure in Elizabethan Ireland as well as illustrating the state of Ireland and government authority at the time.
- They show how the Protestant Reformation has not necessarily wiped out abuses in the church in Ireland.
- They give interesting details about how new laws, such as how Irish people should wear their hair, impacted on the lives of people at the time.

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)

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 (200 marks)***

2022: Candidates should answer ONE question from each of TWO topics.

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

Reform and Reformation in Tudor Ireland, 1494-1558

1. Max. CM = 60 Max. OE = 40

NOTE: TWO elements (strengths + weaknesses)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (political + religious)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (Edward VI + Mary I)

If only ONE, Max. CM = 50

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

Ireland: Topic 3

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

1. Max. CM = 60 Max. OE = 40

NOTE: TWO elements (why + was it successful)

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 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: TWO elements (issues + involvement of continental soldiers)

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

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

NOTE: TWO elements

If only ONE, Max. CM = 50

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

1. Max. CM = 60 Max. OE = 40

NOTE: TWO elements

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

SECTION 3: EUROPE AND THE WIDER WORLD

Europe and the wider world: Topic 1

Europe from Renaissance to Reformation, 1492-1567

1. Max. CM = 60 Max. OE = 40

NOTE: TWO elements (England + Europe)

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

NOTE: TWO elements (political + religious)

If only ONE, Max. CM = 50

Europe and the wider world: Topic 2

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

1. Max. CM = 60 Max. OE = 40

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

NOTE: TWO elements

If only ONE, Max. CM = 50

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

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

NOTE: TWO elements

If only ONE, Max. CM = 50

Europe and the wider world: Topic 3

The eclipse of Old Europe, 1609-1660

1. Max. CM = 60 Max. OE = 40

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

NOTE: TWO elements

If only ONE, Max. CM = 50

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

1. Max. CM = 60 Max. OE = 40

NOTE: TWO elements (admired + feared)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (want + how successful)

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

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

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

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

NOTE: TWO elements

If only ONE, Max. CM = 50

Europe and the wider world: Topic 6
Empires in revolution, 1715-1775

1. Max. CM = 60 Max. OE = 40

NOTE: TWO elements (agricultural + industrial)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (benefit + harm)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (early victories + defeat)

If only ONE, Max. CM = 50

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

Appendix 1



Coimisiún na Scrúduithe Stáit

Marcanna Breise as ucht freagairt trí Ghaeilge

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

N.B. Ba chóir marcanna de réir an ghnáthráta a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrídú. Ba chóir freisin an marc bónais sin **a shlánúsíos**.

Tábla 300 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 300 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bain úsáid as an ghnáthráta i gcás 225 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
226	22
227 - 230	21
231 - 233	20
234 - 236	19
237 - 240	18
241 - 243	17
244 - 246	16
247 - 250	15
251 - 253	14
254 - 256	13
257 - 260	12
261 - 263	11

Bunmharc	Marc Bónais
264 - 266	10
267 - 270	9
271 - 273	8
274 - 276	7
277 - 280	6
281 - 283	5
284 - 286	4
287 - 290	3
291 - 293	2
294 - 296	1
297 - 300	0

