



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2015

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 2015

MARKING SCHEME

HISTORY LATER 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)

Identify aims
(max = 3 mks)

Identify approach
(max = 3 mks)

Very good = 3
Good = 2
Fair = 1

Very good = 3
Good = 2
Fair = 1

Very good = 3
Good = 2
Fair = 1

EVALUATION OF THE SOURCES (25 marks)

Comment on strengths and/or weaknesses of sources and indicate relevance of sources to the subject.

To what extent does the candidate succeed in doing this clearly and coherently?

Reference to ALL THREE sources

excellent = 22-25 marks
very good = 17-21 marks
good = 13-16 marks
fair = 9-12 marks
weak = 0-8 marks

Reference to only TWO sources

excellent = 15-17 marks
very good = 12-14 marks
good = 9-11 marks
fair = 6-8 marks
weak = 0-5 marks

Reference to only ONE source

excellent = 8-9 marks
very good = 6-7 marks
good = 4-5 marks
fair = 2-3 marks
weak = 0-1 mark

EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

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

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

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

Review of the research process (10 marks)

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

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

Excellent: 9-10

Very good: 7-8

Good: 5-6

Fair: 3-4

Weak: 0-2

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

1. Comprehension (20 marks)

- (a) For the Eucharistic Congress 5M
- (b) If it cannot provide a simple home for the rent-paying working man 5M
- (c) They were bedecked with flags 5M
- (d) Inartistic and unprincipled stuff 5M

2. Comparison (20 marks)

- (a) According to **both** documents, living conditions in Dublin are **not** satisfactory.

Document A mentions “squalid tenements” and “acres of slum courts”. As an example of overcrowding, it refers to a family of six living in one room. The writer concludes that it is “our plain duty” as Christians to re-house the poor, such is the inadequacy of their accommodation.

Document B mentions “hideous slums”, no less tolerable because they are decorated for the Congress. The writer believes that Dublin’s social conditions (which must include housing) are a “curse” and questions, given the level of slum-dwelling, whether Dublin can really call itself a “city of Catholic culture”.

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 make a case for religion to be made more relevant in public life. Document A does so using only the example of inadequate housing, while document B is more wide-ranging, referring also to literature, cinema and business life in general.

Document A

The writer expects that many visitors to Dublin will be interested in the “application of religion to life”. He implies that Cosgrave should be ashamed of the fact that nothing has been done to address the housing crisis and that our inability to provide decent home for the working class amounts to a failure to “show that our Christianity is something more than a name”.

Document B

As well as condemning the slums as intolerable in his opening paragraph, the writer identifies other aspects of social life where Ireland has not made religion relevant to public life. He is clearly unhappy with what he sees as low standards in literature and films available to the public. As a “prominent Catholic layman”, O’Rahilly favours the idea of introducing into industry an organisation based on “Catholic principles”.

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) Document A contains much more opinion than facts. It is a fact to say that thousands will be visiting Dublin in the following year, but the rest of the extract is dominated by opinion. The writer seeks to embarrass Cosgrave through the use of rhetorical questions to point out how un-Christian it is not to re-house the poor working class.

It could be argued that his claim that there are “miles of squalid tenements” and “acres of slum courts” is an exaggeration, but it is probably factual. The example he quotes of overcrowding may be exceptional, but possibly true.

It is the writer’s opinion that if we cannot provide proper accommodation for our working people, then we are a bankrupt nation. It is probably a fact that St. Patrick came to Ireland in 432AD, but it is the writer’s opinion that it is our Christian duty to re-house the poor.

Take the answer as a whole and mark 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) Document B contains an implied call for more censorship, greater official control over the standards of material available to Irish readers and cinema-goers. The Congress has shown our capacity to organise and the writer wishes that we could turn that talent to the tackling of other social ills. He questions why we hear so little about religion in Irish public life and he advocates the adoption of Catholic principles in the organisation of industry.

Take the answer as a whole and mark 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)

The question asks about the **significance** of the Eucharistic Congress. This can mean the social, political, ecclesiastical, national, international and historical significance of the Congress.

Material which narrates the events of the Congress without reference to their significance = no more than Fair on OE

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: IRELAND (100 marks)
and
Section 3: EUROPE AND THE WIDER WORLD (200 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, eg: incomplete coverage, irrelevant data, factual inaccuracies.
Weak: 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
Very weak: 0-9 marks	Very poor answer which, at best, offers only scraps of information.

In awarding the OE, the examiner will evaluate the quality of the answer, taking into account the following, as appropriate:

- To what extent has the candidate shown the ability to analyse the issues involved in the question asked (ie: more than mere narrative)?
- To what extent has the candidate marshalled the relevant evidence to support his/her analysis?
- To what extent has the candidate shown the ability to argue a case and to reach conclusions (ie: to answer the question as asked)?

Notes on individual topics

SECTION 2: IRELAND (100 marks)

One question from one of the five topics to be answered.

Ireland: Topic 1

Ireland and the Union, 1815-1870

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (government + private)
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 (Butt + Parnell)
If only ONE, Max. CM = 50
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

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

Ireland: Topic 5

Politics and society in Northern Ireland, 1949-1993

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (social and economic change + political change)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Sunningdale + collapse of executive)
If only ONE, Max. CM = 50
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 (Whitaker + Lemass)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

SECTION 3: EUROPE AND THE WIDER WORLD (200 marks)

One question from two of the six topics to be answered.

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 system + under attack)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (agriculture + industry)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (obstacles + overcoming obstacles)
If only ONE, Max. CM = 50

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (economic crises + wars)
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 3

Dictatorship and democracy in Europe, 1920-1945

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (problems + dealing with problems)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (propaganda + terror)
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
3. Max. CM = 60
Max. OE = 40
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
NOTE: TWO elements (Britain + India)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Britain + France)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

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

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
NOTE: THREE elements (why + how + successful?)
If only TWO, Max. CM = 50
If only ONE, Max. CM = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (American Dream + American reality)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40



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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)

Identify aims
(max = 3 mks)

Identify approach
(max = 3 mks)

Very good = 3
Good = 2
Fair = 1

Very good = 3
Good = 2
Fair = 1

Very good = 3
Good = 2
Fair = 1

EVALUATION OF THE SOURCES (25 marks)

Comment on strengths and/or weaknesses of sources and indicate relevance of sources to the subject.

To what extent does the candidate succeed in doing this clearly and coherently?

Reference to ALL THREE sources

excellent = 22-25 marks
very good = 17-21 marks
good = 13-16 marks
fair = 9-12 marks
weak = 0-8 marks

Reference to only TWO sources

excellent = 15-17 marks
very good = 12-14 marks
good = 9-11 marks
fair = 6-8 marks
weak = 0-5 marks

Reference to only ONE source

excellent = 8-9 marks
very good = 6-7 marks
good = 4-5 marks
fair = 2-3 marks
weak = 0-1 mark

EXTENDED ESSAY (60 marks)

Historical essay = 50 marks

Review of research process = 10 marks

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

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

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

Review of the research process (10 marks)

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

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

Excellent: 9-10

Very good: 7-8

Good: 5-6

Fair: 3-4

Weak: 0-2

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

1. Comprehension (20 marks)

- (a) They (O'Neill and O'Donnell) have agreed to invade the Pale 5M
- (b) He (O'Neill) planned to station them (the bonnaughts) at two forts near Newry 5M
- (c) King James accepts that O'Neill had expressed or shown tokens of repentance/ James notes that Queen Elizabeth had given power to Lord Mountjoy to pardon O'Neill/ James says that O'Neill has done no offence to him since he became king/ Mountjoy has advised the king that O'Neill no longer supports foreign powers or has offered to do service against Irish rebels Any TWO (3 + 2) 5M
- (d) O'Neill expressed and made known to her many tokens of repentance conformity 5M

2. Comparison (20 marks)

- (a) Document A describes how O'Neill conspired with O'Donnell in 1600 to invade the English Pale. He drafted 2,500 more bonnaughts to fortify the Newry forts. He had detailed plans to attack the English which involved his allies in many different families. Document B presents a seemingly reformed character in 1603. He has renounced foreign powers and offered to fight against other Irish rebels. He has accepted the authority of the English crown. He has accepted a pardon and the restoration of his rank.

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) An argument can be made that either document better shows O'Neill's influence. Document A shows that he has many allies across the various Irish families, most notably O'Donnell. He was influential enough to raise a contingent of bonnaughts. In terms of the planned invasion of the Pale he was the chief tactician ("he has commanded ... he has appointed McMahan, etc") Document B shows O'Neill's power and influence in a different way. For his own political reasons he has convinced Mountjoy, and through him the Queen, that he now repents of his earlier rebelliousness. He convinced Mountjoy that he had abandoned adherence to foreign powers and offered to serve against other rebels in Ireland. The fact

that the King and/or Mountjoy come to terms with him rather than punishing him shows O'Neill's power and influence.

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) O'Neill appears to have been very well prepared for his planned campaign. He has raised 2,500 extra bonnaughts to fortify Newry. He has ordered his friends at Coole and Ballyscanlon so that they will not be used for the relief of Dundalk. He has appointed various allies to serve in his invasion and proposed sieges. A siege requires forward planning.

Mark 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) Document B is from a proclamation by King James pardoning O'Neill and restoring his dignity. His exploits during the Nine Years' War seem to have been set at nought and King James accepts him "as a good subject" and "in the rank and dignity of Earl". He is received into royal "grace and favour" and will enjoy the protection of the King.

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 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;
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(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:

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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: IRELAND (100 marks)
and
Section 3: EUROPE AND THE WIDER WORLD (200 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:

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- (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)

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

Overall Evaluation (OE) (Maximum = 40 marks)

<i>Excellent:</i> 34-40 marks	Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage.
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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, eg: incomplete coverage, irrelevant data, factual inaccuracies.
Weak: 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
Very weak: 0-9 marks	Very poor answer which, at best, offers only scraps of information.

In awarding the OE, the examiner will evaluate the quality of the answer, taking into account the following, as appropriate:

- To what extent has the candidate shown the ability to analyse the issues involved in the question asked (ie: more than mere narrative)?
- To what extent has the candidate marshalled the relevant evidence to support his/her analysis?
- To what extent has the candidate shown the ability to argue a case and to reach conclusions (ie: to answer the question as asked)?

Notes on individual topics

SECTION 2: IRELAND (100 marks)

One question from **one** of the five topics to be answered.

Ireland: Topic 1

Reform and Reformation in Tudor Ireland, 1494-1558

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Poynings + Skeffington)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: THREE elements (lords + freeholders + churls)

If only TWO, Max. CM = 50

If only ONE, Max CM = 40

4. Max. CM = 60

Max. OE = 40

NOTE: THREE elements (why + how + how successful)

If only TWO, Max. CM = 50

If only ONE, Max CM = 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 (his policies + contribution to his fall)

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

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

3. Max. CM = 60

Max. OE = 40

NOTE: TWO elements (why policy + what impact)

If only ONE, Max. CM = 50

4. Max. CM = 60

Max. OE = 40

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
NOTE: THREE elements (causes + forms of unrest + results)
If only TWO, Max. CM = 50
If only ONE, Max CM = 40
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
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40
NOTE: THREE elements (founders + reasons + aims achieved)
If only TWO, Max. CM = 50
If only ONE, Max CM = 40

SECTION 3: EUROPE AND THE WIDER WORLD (200 marks)

One question from **two** of the six topics to be answered.

Europe and the wider world: Topic 1

Europe from Renaissance to Reformation, 1492-1567

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Europe + Seville)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Germany + partial success)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

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 (Why Armada + why failure)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Why decline + what effects)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (aims + achievements)
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
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (policies of Olivares + why so long)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (how + why)
If only ONE, Max. CM = 50
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 (why revolt + how put down)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40

4. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (how + why)
If only ONE, Max. CM = 50

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

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

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (events + ideas)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (aims + achievements)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (agricultural + industrial)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

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