

Coimisiún na Scrúduithe Stáit State Examinations Commission

Leaving Certificate 2018

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.



LEAVING CERTIFICATE 2018

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	Very good = 3	Very good = 3
Good = 2	Good = 2	Good = 2
Fair = 1	Fair = 1	Fair = 1

EVALUATION OF THE SOURCES (25 marks)

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

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

Reference to ALL THREE sources *excellent* = 22-25 marks

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

Reference to only TWO sources *excellent* = 15-17 marks

very good = 12-14 marks

good = 9-11 marks **fair** = 6-8 marks **weak** = 0-5 marks

Reference to only ONE source *excellent* = 8-9 marks

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

EXTENDED ESSAY (60 marks)

Historical essay = 50 marks Review of research process = 10 marks

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

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

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

Review of the research process (10 marks)

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

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

Excellent: 9-10 Very good: 7-8

Good: 5-6 Fair: 3-4 Weak: 0-2

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

1. Comprehension (20 marks)

- (a) The Second Programme for Economic Expansion. 5M
- (b) To approach or contact the RTE Authority/ To inquire what plans RTE have in mind to correct those criticisms or misrepresentations. 5M
- (c) Secretary of the Department of Posts and Telegraphs. 5M
- (d) Timid/Nervous/Compliant/Quiet, etc 5M

2. Comparison (20 marks)

(a) Document A: Lemass complains that criticisms made on the television programme were shallow, unconstructive and misleading. He states that RTE's main function should be to support the Programme rather than criticise it and, in any case, such criticism should not go unanswered.

Document B: Lemass is critical of the RTE Authority's attitude to public policy. He considers the Authority's concept of being independent of government to be going too far. The government hadn't set up RTE for such a purpose and he expected RTE to be entirely supportive of government policy.

Each document to be marked on a sliding scale out of 5: Excellent = 5 mksVery 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 in matters of public policy, such as the Second Programme for Economic Expansion, Lemass thought RTE's function "should be, primarily, to support the Programme" (Document A) and "would have to be entirely supportive of government policy" (Document B).

The use of the word "primarily" by Lemass himself in Document A would suggest that he did not expect to have constant control over or compliance from RTE. He was not concerned about RTE's overall programme schedule, but he was clearly frustrated by what he saw as their tendency to make his government a target for criticism "to an intolerable extent".

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) There is evidence in both documents that Lemass was a strong leader, but an argument can be made that he wasn't.

In Document A his leadership skills include a confident ability to delegate as he instructs his Secretary to follow matters up with RTE. When he adds that if the RTE Authority does not comply, he will get directly involved ("I will deal with it") this could be the direct, hands-on approach of a strong leader.

It is clear from Document B that Lemass is not prepared to allow RTE to make his government the target for any criticism with regard to public policy. He seems to have made his position clear to Minister Hilliard and the fact that Hilliard understood the Taoiseach's expectations could be taken as a sign of strong leadership.

From Document B the notion that Hilliard would be "frightened" when he took a call from Lemass suggests a lack of motivational leadership on his part. The suspicion that Lemass "bossed" some of his colleagues gives the impression that he had an aggressive, bullying approach – possibly a strong leader, but not a good leader.

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

(b) Both documents show the advantage of biographical material as a historical source.

Document A is from a note of instruction from Taoiseach Seán Lemass to the Secretary of his Department. It is written in a blunt and matter-of-fact style which gives us an insight into the management style of Lemass. There are no particular subtleties or nuances in the text, so the historian has a direct line to the problem-solving thinking and energetic and impatient drive of Lemass. This document is appropriate to the title of the biography, "Judging Lemass".

Document B is from an autobiography of the senior civil servant from the Department of Posts and Telegraphs. Leon Ó Broin carefully notes the effects of working for Lemass had on "a quiet man like Hilliard". Some of the writer's chosen words describing Lemass give the historian a colourful

10M

picture of the personality of the man: "threatened"; "he made this clear"; Hilliard "seemed frightened" by Lemass; "I suspect Lemass 'bossed' some colleagues"; "Lemass insisted"; "it would have to be understood"; "and he would not hesitate".

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

4. Contextualisation (40 marks)

There are **two** elements in this question:

To what extent did RTÉ entertain and to what extent did it challenge its viewers?

Entertaining = music, comedy, etc

Challenging = provocative current affairs, documentaries, etc

There were also programmes, such as the Late Show, which combined the entertaining and the challenging.

In question 4, marking by paragraph begins.

Cumulative Mark = Max. 24 marks

Overall Evaluation = Max 16 marks

Max of 20 marks CM if only one element is treated

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 = $\max 4 \text{ marks}$)

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 marksLimited information/barely stated.Poor: 0-2 marksTrivial/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)?

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

NOTE: TWO elements (Emancipation + Repeal)

If only ONE, Max. CM = 50

- 3. Max. CM = 60 Max. OE = 40 NOTE: TWO people 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

NOTE: TWO elements (Parnell's achievements + his failures)

If only ONE, Max. CM = 50

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

NOTE: TWO elements from GAA/ Hyde/ Yeats

If only ONE, Max. CM = 50

Ireland: Topic 3

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

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

NOTE: TWO elements (Treaty negotiations + Treaty terms)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (Cosgrave's government + de Valera's government)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (Gaelic + Catholic)

Ireland: Topic 4

The Irish diaspora, 1840-1966

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

NOTE: TWO elements (Britain + US)

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 5

Politics and society in Northern Ireland, 1949-1993

1. Max. CM = 60

Max. OE = 40

NOTE: THREE elements (education + health + housing)

If only TWO, Max. CM = 50 If only ONE, Max. CM = 40

2. Max. CM = 60

Max. OE = 40

3. Max. CM = 60

Max. OE = 40

NOTE: TWO elements (how "Troubles" erupted? + why last so long?)

If only ONE, Max. CM = 50

4. Max. CM = 60

Max. OE = 40

NOTE: TWO elements to choose from THREE

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

One question from each of **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 + resistance to change)

If only ONE, Max. CM = 50

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

NOTE: TWO people (Mazzini + Bismarck)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (agriculture + industry)

If only ONE, Max. CM = 50

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

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

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

NOTE: TWO elements (Bismarck's strengths + his weaknesses)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (economic crisis + impact of war)

If only ONE, Max. CM = 50

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

Max. OE = 40

NOTE: TWO elements (industrial development + its effect on society)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (French problems + to what extent overcome)

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

NOTE: TWO elements (why + to what extent move to European unity)

If only ONE, Max. CM = 50

2. Max. CM = 60

Max. OE = 40

NOTE: TWO elements (why Germany divided + tensions focused on Berlin)

If only ONE, Max. CM = 50

3. Max. CM = 60

Max. OE = 40

NOTE: TWO elements (why Hungary rebelled + why USSR went to stop it)

If only ONE, Max. CM = 50

4. Max. CM = 60

Max. OE = 40

NOTE: TWO people to choose from THREE

If only ONE, Max. CM = 50

Europe and the wider world: Topic 5

European retreat from empire and the aftermath, 1945-1990

1. Max. CM = 60

Max. OE = 40

NOTE: TWO elements (causes + consequences)

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 (causes of conflict + how Israel survived)

If only ONE, Max. CM = 50

Europe and the wider world: Topic 6

The United States and the world, 1945-1989

1. Max. CM = 60

Max. OE = 40

NOTE: At least TWO elements (home + abroad)

If only ONE, Max. CM = 50

2. Max. CM = 60

Max. OE = 40

NOTE: TWO countries (US + Vietnam)

If only ONE, Max. CM = 50

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

Max. OE = 40

NOTE: TWO elements (space travel + information technology)



LEAVING CERTIFICATE 2018

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.

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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

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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	Identify aims	Identify approach	
(max = 3 mks)	(max = 3 mks)	(max = 3 mks)	
Very good = 3	Very good = 3	Very good = 3	
Good = 2	Good = 2	Good = 2	
Fair = 1	Fair = 1	Fair = 1	

EVALUATION OF THE SOURCES (25 marks)

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

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and relevant to the title	<i>Fair</i> : 6-10
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Research skills – 15 marks – Such as	Excellent: 13-15
Appropriate depth of investigation	<i>Very good</i> : 10-12
Use of sources	Good : 7-9
Fair and balanced treatment of issues	<i>Fair</i> : 4-6
	Weak : 0-3
Presentation – 10 marks	Excellent: 9-10
Literacy	Very good: 7-8
Coherence	<i>Good</i> : 5-6
Structure	<i>Fair</i> : 3-4
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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 should be utterly crushed and old laws dealing with them restored. 5M
- (b) They go to the King's enemies in the Pale to praise their wrongdoing.

 5M
- (c) Any young man of Gaelic family descent/ with the surname of O or Mac. 5M
- (d) They were driven off the land. 5M

2. Comparison (20 marks)

(a) Both documents suggest that the professional poets are troublemakers. Document A states that they, along with others, go to the King's enemies in the Pale celebrating, in rhymes, their wrongdoing as acts of bravery, thus fostering an Irish disposition.

Document B states that professional poets are very hurtful to public welfare. They support the rebels and encourage criminality among those who would be otherwise loyal. They gather a rabble to enter villages and wreak havoc upon the houses and farms of the poor. After all that they are rewarded for the destruction of the common good and blasphemy.

Mark each document on a sliding scale out of 5:

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

Answer referring to one document only = 5M max

(b) Both documents portray Irish behaviour in a poor light. Document A calls for strict rule of law to be imposed on the wild Irish. They will steal luxury goods even from a church on their way to a feast.

Document B is probably stronger in its condemnation of the Irish It says that the poets cause others to turn to theft, extortion and murder. They compose rhymes to celebrate the actions of murderers, arsonists and rapists, whether real or not. They raid and ransack poor villages.

Mark each document on a sliding scale out of 5:

Excellent = 5 mks Very good = 4 mks Good = 3 mks

Fair = 2 mks Weak = 0-1 mks 10M

Answer referring to one document only = 5M max

3. Criticism (20 marks)

(a) The weakness is chiefly that both documents were written by Englishmen and for Englishmen. They portray Irish people in an unfavourable light. In document A the "learned class, harpers, rhymers and chroniclers", the skilled and intelligent elite, are described as celebrating in verse the exploits of the King's enemies. This is from a letter to the King's Secretary, so we cabe fairly sure that this report reached Henry VIII.

Document B also describes the Irish, and particularly the poets, as seditious and engaging in or encouraging all kinds of criminality. Young men of Gaelic families are described as gullible. All in all these documents convey a negative image of the Irish to an English audience and could, therefore, be seen by the historian as biased.

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) We learn that there was strong desire in document A for the imposition of English laws, language and customs in Ireland. There were enemies of the King in Ireland, even inside the Pale. Although the poets were portrayed as rabble-rousers, it is clear they belonged to a particular social an intellectual class.

Document B tell us that the poets used their talents to extol the achievements, real or imaginary, of certain Gaelic families and reap rewards from that. Also that, having fomented the pillaging of farm villages, the poets got their share of the spoils.

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)

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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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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 marksVery good material, accurately and clearly expressed.Worthwhile information, reasonably well expressed.

Fair: 3-5 marksLimited information/barely stated.Poor: 0-2 marksTrivial/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)?

SECTION 2: IRELAND (100 marks)

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

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

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

NOTE: TWO elements (causes + results of Munster rebellion) If only ONE, Max. CM = 50

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

NOTE: TWO elements (promotion of religious + how successful) 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
- 2. Max. CM = 60 Max. OE = 40

NOTE: TWO elements (Wentworth's enemies + his downfall) If only ONE, Max. CM = 50

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

NOTE: TWO elements (military campaign + impact on Ireland) If only ONE, Max. CM = 50

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

Ireland: Topic 4

Establishing a colonial ascendancy, 1660-1715

- 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

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

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: TWO elements (causes of rebellion + how it was put down)

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

One question on each of **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
- 2. Max. CM = 60
 - Max. OE = 40

NOTE: TWO elements (Renaissance + Reformation)

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

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

- 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 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 (establishment of empire + impact on Netherlands)

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

Europe and the wider world: Topic 4

Europe in the age of Louis XIV, 1660-1715

- 1. Max. CM = 60
 - Max. OE = 40
- 2. Max. CM = 60
 - Max. OE = 40
- 3. Max. CM = 60
 - Max. OE = 40

NOTE: TWO elements (modernisation of Russia + expansion of frontiers) 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

NOTE: TWO elements (social and economic + political ideas)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (West Indies + other parts of the world)

If only ONE, Max. CM = 50

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

Max. OE = 40

Europe and the wider world: Topic 6

Empires in revolution, 1715-1775

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

NOTE: TWO elements (causes of revolution + Committee of Public Safety)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (agricultural + industrial)

If only ONE, Max. CM = 50

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

NOTE: TWO elements (France + Napoleonic Europe)

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

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