



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2020

Marking Scheme

History

Ordinary Level

Note to teachers and students on the use of published marking schemes

Marking schemes published by the State Examinations Commission are not intended to be standalone documents. They are an essential resource for examiners who receive training in the correct interpretation and application of the scheme. This training involves, among other things, marking samples of student work and discussing the marks awarded, so as to clarify the correct application of the scheme. The work of examiners is subsequently monitored by Advising Examiners to ensure consistent and accurate application of the marking scheme. This process is overseen by the Chief Examiner, usually assisted by a Chief Advising Examiner. The Chief Examiner is the final authority regarding whether or not the marking scheme has been correctly applied to any piece of candidate work.

Marking schemes are working documents. While a draft marking scheme is prepared in advance of the examination, the scheme is not finalised until examiners have applied it to candidates' work and the feedback from all examiners has been collated and considered in light of the full range of responses of candidates, the overall level of difficulty of the examination and the need to maintain consistency in standards from year to year. This published document contains the finalised scheme, as it was applied to all candidates' work.

In the case of marking schemes that include model solutions or answers, it should be noted that these are not intended to be exhaustive. Variations and alternatives may also be acceptable. Examiners must consider all answers on their merits, and will have consulted with their Advising Examiners when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes should be avoided. While the underlying assessment principles remain the same, the details of the marking of a particular type of question may change in the context of the contribution of that question to the overall examination in a given year. The Chief Examiner in any given year has the responsibility to determine how best to ensure the fair and accurate assessment of candidates' work and to ensure consistency in the standard of the assessment from year to year. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination are subject to change from one year to the next without notice.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2020

MARKING SCHEME

HISTORY LATER MODERN

ORDINARY LEVEL

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

There are four parts in the Documents-based question:

1. Comprehension (40 marks)
2. Comparison (20 marks)
3. Criticism (20 marks)
4. Contextualisation (20 marks)

1. Comprehension (40 marks)

- (a) Two effects (tore their eardrums/made them permanently deaf/knocked them senseless). (4 + 4) 8M
- (b) Bicycles/on foot 8M
- (c) Anti-aircraft artillery units. 8M
- (d) In the skies above North Vietnam. 8M
- (e) No. 8M

Max = 40M

2. Comparison (20 marks)

- (a) Document A gives more information. It describes the impact of the bombers even when they were still more than a kilometre away. It gives details of the damage done to people (deafened them, knocked them senseless, buried them alive) as well as to buildings (collapsed the walls of bunkers). When people returned to an area that had been bombed they often found that there was nothing left.

Document B gives less information about American bombing. It deals with other matters such as North Vietnam's air defences and the aid provided by the Soviet Union and China. It mentions victories in the skies above North Vietnam, but not the impact of bombing on people below. It refers to the value of American prisoners rather than the effects of American bombing.

Mark quality of explanation on its merits. Reference to both documents required.
2M + 4M + 4M Max = 10M

- (b) Document A gives no information on outside help. It concentrates totally on the impact of American bombing on the people of Vietnam, and American air raids caused injuries, death and destruction in Vietnam.

Document B, on the other hand, does give information on outside help received by Vietnam. The Soviet Union provided surface-to-air missiles and China provided anti-aircraft artillery units.

Mark quality of explanation on its merits. Both documents must be mentioned.

5M + 5M

Max = 10M

3. Criticism (20 marks)

- (a) Document A is a primary source = 5M

Reason = 5M

It is the recollection/words of a North Vietnamese soldier who fought against the US in Vietnam. He talks about his own experiences, he was there and witnessed events for himself, e.g., he describes grabbing some rice and escaping from air raids, etc.

5M + 5M

10M

- (b) Candidates should refer to at least two reasons in their answers. American pilots were useful as sources of information. They were useful for North Vietnamese propaganda. They could be used as pawns or bargaining chips in peace talks with the US. Mark quality of explanation on its merits.

5M + 5M

10M

4. Contextualisation (20 marks)

Note that the question is looking for **the success and/or failure** of the Lyndon Johnson's policies in Vietnam.

Mark by the principle of Core Statement.

Max = 20M

A **Core Statement** may be defined as one of the following:

- A significant factual statement which is relevant to the question asked
- A valid explanation, opinion or comment which is relevant to the question asked
- A significant introductory **OR** concluding statement which is relevant to the question asked

To apply the principle of marking by Core Statement, examiners will proceed as follows:

- Having read the answer, it should be broken up into Core Statements, with a tick (✓) put at the end of each completed Core Statement
- Each completed Core Statement is awarded 5 marks
- An incomplete Core Statement at the end of an answer may merit 1-4 marks

Here, in question 4 of the Documents-based Question, the examiner will be looking to award 5 marks each to four Core Statements for the full 20 marks allocation.

Section 2: IRELAND (200 marks)
and
Section 3: EUROPE AND THE WIDER WORLD (100 marks)

Candidates must answer on **two** Topics from Section 2 and on **one** Topic from Section 3.

Each Topic is divided into three parts:

- A. A stimulus-driven unit with 4/5 short questions to be attempted
(maximum: 30 marks)
- B. A short paragraph to be written in response to one of four headings
(maximum: 30 marks)
- C. A longer paragraph to be written in answer to one of four questions
(maximum: 40 marks)

The marking of parts A, B and C will proceed as follows:

- A. Typically the marks will be awarded as 6 marks per question, with 6 marks x 5 giving the maximum 30 marks. See *Notes on individual topics* below for variations to that practice.
- B. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 20 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.
- C. This answer will be marked by the principle of Core Statement, as defined above. A maximum Cumulative Mark of 30 will be allowed for Core Statements and a maximum of 10 marks will be allowed for the examiner's Overall Evaluation of the answer. See the sliding scale below.

Cumulative Mark (CM)

This is the total mark awarded for Core Statements, subject to a maximum of 20 marks in part B and a maximum of 30 marks in part C.

Overall Evaluation (OE)

In awarding OE, the examiner will consider how well the answer responds to the heading or addresses the set question. The following grading table will apply:

Excellent: 9-10 marks

Very good: 7-8 marks

Good: 5-6 marks

Fair: 3-4 marks

Poor: 0-2 marks

In awarding both CM and OE, the examiner will approach the material with an open mind as to the range of valid answers which may be expected of a candidate at Ordinary Level and with an understanding of the scope of knowledge and historical skills which the syllabus demands.

Notes on individual topics

SECTION 2: IRELAND (200 marks)

Questions on **two** of the six topics to be answered.

Ireland: Topic 1

Ireland and the Union, 1815-1870

- A1. Going to Ennis, Co. Clare (3M),
leaving from the Four Courts, Dublin (3M) (6)
- A2. In green uniforms (6)
- A3. He raised his hat to them (6)
- A4. They hissed at him (6)
- A5. Catholic Emancipation/the right for Catholics to sit in Parliament (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 2

Movements for political and social reform, 1870-1914

- A1. The second reading of the 1886 Home Rule Bill (6)
- A2. He was greeting with great cheering (6)
- A3. Yes (3M), he spoke calmly and effectively (3M) (6)
- A4. A fearful row (6)
- A5. ONE valid reason (e.g. split in Liberal Party) (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 3

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

- A1. In London (3M) and Paris (3M) (6)
- A2. A large upright rectangular window/'My Four Green Fields' (6)
- A3. In Government Buildings, Dublin (6)
- A4. The great East Window in Eton College Chapel (6)
- A5. Oil paintings (3M) and water colours (3) (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Ireland: Topic 4
The Irish Diaspora, 1840-1966

- A1. Archbishop of Melbourne (6)
A2. No (3M), the British arrested him at sea/prevented him from landing in Cork (3M) (6)
A3. Education (6)
A4. Schools (3M) and a seminary (3M) (6)
A5. ONE valid answer (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

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

- A1. He became an Apprentice Boy (6)
A2. Taking the solemn oaths (of allegiance to God, Order and country) (6)
A3. In the Guildhall (6)
A4. They paraded through the Diamond (6)
A5. ONE valid reason. (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

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

- A1. Fianna Fáil (6)
A2. William Norton (6)
A3. Fine Gael (6)
A4. Fianna Fáil (3M) and Clann na Talmhan (3M) (6)
A5. Fine Gael (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

SECTION 3: EUROPE AND THE WIDER WORLD (100 marks)

Questions on one of the five topics to be answered.

Europe and the wider world: Topic 1

Nationalism and state formation in Europe, 1815-1871

- A1. Victor Emmanuel II (6)
A2. It was based mostly on agriculture (6)
A3. Levels of literacy were very low/only 12% of people were literate (6)
A4. A war in the south against bandits/Rome and Venetia outside the control of the new kingdom (6)
A5. ONE valid reason (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

- A1. To register themselves for paid employment (6)
A2. Where labour is in short supply/to replace men joining the army (6)
A3. Farming or dairy work/leather stitching/brush making/light machinery for munitions (6)
A4. Yes (3M), he calls this an “important” step/other valid explanation (3M) (6)
A5. No (3M), with one valid explanation (3M) (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 3

Dictatorship and democracy in Europe, 1920-1945

- A1. A fanfare of trumpets (6)
A2. A brown uniform (6)
A3. The army searchlights (6)
A4. Loud cheers (6)
A5. ONE valid contribution (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

Europe and the wider world: Topic 4
Division and realignment in Europe, 1945-1992

- A1. Armed guards/guard dogs/strict instructions/threat to shoot without warning (6)
- A2. Eyes fixed ahead (3M), arms behind their backs (3M) (6)
- A3. He would be shot without warning (6)
- A4. The extract refers to the “reddening dawn” (6)
- A5. ONE valid reason why Solzhenitsyn was seen by the authorities as a dissident writer (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

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

- A1. In Notting Hill, London (3M), in August 1958 (3M) (6)
- A2. Gangs of white people (6)
- A3. 3,000 people involved/scuffles in a dozen streets (6)
- A4. Windows were smashed (6)
- A5. ONE valid reason (6)
- B - Max CM = 20 marks Max OE = 10 marks
- C - Max CM = 30 marks Max OE = 10 marks

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