



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2024

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.

Online Marking Annotations/Abbreviations

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.
INVL	Invalid	Indicates that an invalid combination of questions was attempted (e.g. three questions from one topic).
-10	Minus mark	If an invalid combination of questions was attempted the lowest scoring invalid answer(s) will be deducted from the total mark using minus-mark annotations (e.g. -10 marks). These marks will be entered in the Adjustment (ADJ) line at the bottom of the marking panel.
NR	No Response	Question not answered.
ADJ	Adjustment	Adjustment applied if invalid combination of questions was attempted.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2024

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) | A terrorist conspiracy against Party leaders, including Stalin | 5M |
| (b) | To take tough measures/to execute 80-100 people | 5M |
| (c) | The generals were working on behalf of Germany/
they were planning a military dictatorship/
they were planning to abolish communism/revive capitalism/
they were prepared to give away Soviet territory | 5M |
| (d) | Part of Ukraine | 5M |

2. Comparison (20 marks)

- (a) Visitors to the embassy express concern about developments in Soviet Russia in both documents.

Reasons could include:

- As “Russian sympathisers”, the Coles will naturally be concerned about serious developments in Russia such as “secret trials and executions” and “a large terrorist conspiracy”.
- The Coles are “highly agitated” and Mrs. Cole’s hands “trembled nervously”, which could be taken as a sign of their concern about events.
- They are “still troubled” by the trials and executions even after Maisky gives various justifications for the executions.
- They need “reassurance” from Maisky that these events are “exceptional”.
- In document B, Hugh Dalton is also a “Russian sympathiser” who wants Russia to do well. He has been “disturbed... a great deal” by events in Russia.
- Dalton is worried that the executions have “seriously weakened the Red Army”.
- Maisky offers Dalton a “long explanation” of the trials and executions, which suggests that Dalton was not easily persuaded that all was well in the USSR.
- Dalton finds part of Maisky’s explanation “almost incredible” and “not... convincing” which suggests he is still worried even after Maisky’s long explanation.

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) Doubts about Maisky's explanations are shown in both documents.

Reasons could include:

- Maisky feels the need to give the Coles "a serious ticking off" in document A, as if they are inclined to doubt what he is saying.
- Maisky has to supply many reasons to the Coles to justify the trials and executions.
- Although the Coles do not "object" to Maisky's justification for 80-100 executions, they are "still troubled" by the trials and executions after all his explanations.
- The Coles need reassurance that the executions were an "exceptional response to exceptional circumstances", showing that they still have doubts.
- In document B, Dalton asks for "information" about the disturbing events in the Soviet Union, as if he can't believe the news coming from Russia.
- Dalton definitely doubts Maisky's explanation of events, referring to the Ukrainian details as a "story" which is "almost incredible".
- Maisky's reference to Trinidad does not make Dalton believe that the Soviet Union would willingly give up part of Ukraine. Dalton states "I still did not find this part of the story convincing".

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) The diary entry in document A is useful to a historian of 1930s Russia.

Answers may include positive and/or negative points such as:

- Maisky's diary is a primary source which gives historians an insight into how a loyal supporter of Stalin represented his country and explained events to the world. However, Maisky's views of events are biased in favour of the Soviet authorities.
- A diary deals with current events. A historian would find this diary useful as it reveals Maisky's reactions to ongoing developments during the 1930s. Maisky believes the assassination of Kirov (which happened about a fortnight earlier) is "striking proof of the terrorist threat". He sees the executions as "better than risking the lives of millions on the battlefield". However, a diary does not provide a long-term perspective from which to evaluate events.
- A diary is usually written as a private document giving the writer's honest views of events. A historian could compare Maisky's public and private statements to illustrate the extent to which his public and private views matched each other.

- A diary provides a historian with insight into the writer's personality and can be more interesting to read than official documents of the era. Maisky portrays the Coles as nervous dupes and seems to enjoy giving them "a serious ticking off".
- However, a diary gives only one perspective on events, which can be quite limited. It is likely that this diary was not completely truthful as Maisky would have been well aware of how dangerous it was to be suspected of disloyalty to Stalin. His job in London kept him away from the centre of power in Moscow and limited his knowledge of the Soviet leadership.

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 Maisky was a skilled propagandist. They should support their points with evidence from one or both documents.

Answers may include points such as the following:

- The candidate may attempt to define the term propaganda, which is the organised or deliberate spreading of information designed to persuade its audience of a particular point of view.
- Maisky is trying to persuade the Coles and Hugh Dalton that the secret trials and executions in 1930s Russia are reasonable and unobjectionable.
- Maisky is skilful in creating a sense of menace that threatens not only the Soviet leadership and state but also the peace of Europe. He blames the German Nazis in both documents.
- He uses terms such as "large terrorist conspiracy" and "plotting a military dictatorship" to frighten his audience.
- He uses real events, such as the death of Kirov, as "proof" of the plot against the Soviet Union. He explains the aims and actions of the plotters in some detail.
- He attempts to forestall criticism of the executions by suggesting it was "hard and unpleasant" to shoot the plotters, and by comparing these 80-100 deaths to "millions" of deaths on the battlefield.
- However, he does not completely win over his listeners. The Coles are "still troubled" at the end of their visit and Hugh Dalton finds part of Maisky's account "almost incredible", or unbelievable.

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)

What was the impact of Stalin's show trials on Soviet Russia?

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 (300 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, 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 | |
| 2. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (strengths + weaknesses) | | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Irish + international) | | | | If only ONE, Max. CM = 50 |
| 4. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements | | | | If only ONE, Max. CM = 50 |

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 (successes + failures) | | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Carson + Redmond) | | | | 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 | |
| | NOTE: TWO elements (successes + failures) | | | | If only ONE, Max. CM = 50 |
| 4. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (events + identity) | | | | If only ONE, Max. CM = 50 |

Ireland: Topic 4
The Irish diaspora, 1840-1966

- | | | | |
|----|------------------------------------|--------------|---------------------------|
| 1. | Max. CM = 60 | Max. OE = 40 | |
| | NOTE: TWO elements (home + abroad) | | 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: TWO elements (successes + failures) | | If only ONE, Max. CM = 50 |
| | | | |
| 2. | Max. CM = 60 | Max. OE = 40 | |
| | NOTE: TWO elements (Coleraine + Civil Rights) | | 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 | |
| | 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 | |
| | | | |
| 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

Nationalism and state formation in Europe, 1815-1871

- | | | | | | |
|----|--|------|---------|------|---------------------------|
| 1. | Max. CM | = 60 | Max. OE | = 40 | |
| 2. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Peel + Owen) | | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (before + after 1852) | | | | 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 | |
| 2. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (develop + affect society) | | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (France + Russia) | | | | 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 | |
| 2. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (prosperity + recession) | | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (domestic + foreign) | | | | 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 | |
| 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 | |
| | NOTE: TWO elements | | | | 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 | |
| 2. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (why + advance the cause) | | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 | |
| 4. | Max. CM | = 60 | Max. OE | = 40 | |
| | NOTE: TWO elements (Moon + Star Wars) | | | | If only ONE, Max. CM = 50 |



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(100 marks)

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(max = 3 mks)

Identify aims
(max = 3 mks)

Identify approach
(max = 3 mks)

Very good = 3

Good = 2

Fair = 1

Very good = 3

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

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<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

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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) | On the steps of the cathedral | 5M |
| (b) | Without giving offence to your fellow men | 5M |
| (c) | Their human sacrifices/cannibalism/worship of idols | 5M |
| (d) | They will learn about virtue/humanity/true religion | 5M |

2. Comparison (20 marks)

- (a) Both documents agree that the people of the New World should be converted to Christianity, but different methods are proposed by the two writers.

According to Doc A, conquerors in the New World should aim to serve God by “converting the Indians”. He advises that a way should be found to “lead them to Christ”. He warns the conquerors to beware of greed or any behaviour that would cost them “God’s redemption from Hell”.

The writer of Doc B regards the Indians as apelike barbarians who must be forcibly converted to Christianity. He condemns their paganism and worship of idols. He wants them to change from being “servants of the Devil” to being “believers in the true God”.

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) No, the documents adopt different attitudes to how the Indians should be treated.

The writer of Doc A advises the conquerors that they should first examine themselves to work out are they fit to rule the Indians. He says the Indians should be treated “well” and that the conquerors should avoid giving offence to their “fellow men”. He tells them not to hurt others, not to enslave the Indians, shed their blood, rob them or remove them from the land where God created them. He respects the Indians as people who received “life and

humanity” from God. However, in the last paragraph of the document, the writer indicates that most conquerors are motivated by greed rather than by any regard for others.

The writer in Doc B has contempt for the natives of the New World, seeing them as illiterate savages who have no knowledge of science or laws. He believes war against the Indians can be justified because they are pagans and cannibals who inflict harm on “innocent persons”. He sees them as barbarians who must be forced to become civilised. They must accept Spanish rule and learn to value “virtue and humanity and the true religion” above gold and silver. If they refuse to accept Spanish rule they must be “compelled by force of arms” to accept it.

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 writer refers to a variety of motives such as serving God and serving the King. He urges would-be conquerors to examine their own consciences and see if they are “competent to teach” and rule the Indians.

He is worried that the conquerors are mainly motivated by greed. He says they can do anything they want “without hurting others”, but his admonitions against enslaving or robbing the local people shows how he thinks they will behave.

He points out the difference between word and deed. The conquerors say they are going to serve God and king, but really they are “solely” motivated by the desire for a “larger fortune” than their fathers or neighbours.

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) Candidates may give positive and/or negative points about the value of the source for historians investigating Spanish colonisation in the New World.

Answers may include points such as:

- The writer was alive at the peak of Spanish exploration and colonisation, and was a contemporary of figures such as Cortes and Pizarro. He offers the perspective of one living through this important era of rapid change/development.

- His deeply hostile attitude to the people of the New World illustrates the extreme attitude of many Spanish conquerors of the time who validated Spanish warfare against the people of the New World on the grounds of their paganisms and apparent lack of civility.
- As a sixteenth century theologian, his writing offers insight into the attitude of the Spanish Catholic Church at the time.
- It shows the utter confidence of the Spanish in their mission to take over the New World, "What is more appropriate for the Indians than to become subject to the rule of the Spaniards?... They must accept our rule... they must be compelled by force of arms to accept it."
- However, it does not give specific factual information about any particular conquests/conquerors in the New World.

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 what ways did the discovery of the New World affect Seville in particular and Europe in general?

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 (300 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, 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 (characteristics + destruction)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (training + role) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (surrender and regrant + beginnings of plantation)
If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (why + to what extent) If only ONE, Max. CM = 50

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Shane O'Neill + Hugh O'Neill)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (steps + success) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
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 + to what extent) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (policies + downfall) 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 4
Establishing a colonial ascendancy, 1660-1715

1. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (Charles II + James II) 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
Colony v. Kingdom – tensions in mid-18th century Ireland, 1715-1770

1. Max. CM = 60 Max. OE = 40
 NOTE: TWO elements (Protestant Nation + Ponsonbys)
 If only ONE, Max. CM = 50
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

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

SECTION 3: EUROPE AND THE WIDER WORLD

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 If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (successes + failures) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (revolt of the Netherlands + Spanish Armada)
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 3

The eclipse of Old Europe, 1609-1660

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (how + impact) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (church and state) 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 (development + impact) If only ONE, Max. CM = 50
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (increase his power + extend his 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 |
| 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 (Tea Party + Franklin) | | | |
| | 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 (events + ideas) | | | If only ONE, Max. CM = 50 |
| 2. | Max. CM | = 60 | Max. OE | = 40 |
| | NOTE: TWO elements (Civil Constitution of the Clergy + Committee of Public Safety) | | | If only ONE, Max. CM = 50 |
| 3. | Max. CM | = 60 | Max. OE | = 40 |
| | NOTE: TWO elements (France + Europe) | | | If only ONE, Max. CM = 50 |
| 4. | Max. CM | = 60 | Max. OE | = 40 |



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 ghnáthrata a bhronnadh ar iarrthóirí nach ghnóthaíonn níos mó ná 75% d'iomlán na marcanna don scrúdú. Ba chóir freisin an marc bónais sin a **shlánú** síos.

Tábla 400 @ 10%

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 400 marc san iomlán ag gabháil leo agus inarb é 10% gnáthrata an bhónais.

Bain úsáid as an ngnáthrata i gcás 300 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
301 - 303	29
304 - 306	28
307 - 310	27
311 - 313	26
314 - 316	25
317 - 320	24
321 - 323	23
324 - 326	22
327 - 330	21
331 - 333	20
334 - 336	19
337 - 340	18
341 - 343	17
344 - 346	16
347 - 350	15

Bunmharc	Marc Bónais
351 - 353	14
354 - 356	13
357 - 360	12
361 - 363	11
364 - 366	10
367 - 370	9
371 - 373	8
374 - 376	7
377 - 380	6
381 - 383	5
384 - 386	4
387 - 390	3
391 - 393	2
394 - 396	1
397 - 400	0

