



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2012

Marking Scheme

History

Higher Level



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2012

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

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.

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

<i>Section 1: DOCUMENTS-BASED QUESTION (DBQ) (100 marks)</i>

1. Comprehension (20 marks)

- | | | |
|-----|---|----|
| (a) | The future constitution of India | 5M |
| (b) | Anxious that they might be under permanent Hindu-majority rule | 5M |
| (c) | As a woman (and child) in distress/frightened/vulnerable, etc | 5M |
| (d) | Famine, Civil War, Political instability
Threats: two = 5M; one = 3M; “wolf and tiger” alone = 0 | 5M |

2. Comparison (20 marks)

- (a) Both documents reflect divisions on the future of India

Document A allows for the possible partition of India. It acknowledges the real anxiety among Muslims fearful of Hindu-majority rule. Action rather than words will be needed to allay Muslim fears. It calls for measures by which Muslims retain control their own vital interests

Document B shows Jinnah and Gandhi, despite the immediate threats to the country, engaged in some sort of power struggle watched over ineffectively by Cripps.

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) Candidate may argue that document A takes the more optimistic view of India’s future or that neither document shows optimism.

Document A

The language is calm and measured. It suggests solutions. It calls for “immediate arrangements” to decide the future constitution. There is optimism in phrases such as “sound basis for defence” and “good opportunity for progress”. It implies that if the concerns of the Muslim minority are addressed, then all will be well.

Document B

There is no optimism detectable in the cartoon. India is in very real and imminent danger and nothing seems to be happening to save her. Jinnah and Gandhi seem engaged in a petulant wrangle, seemingly oblivious to the plight of the country below. Cripps looks an unlikely peacemaker.

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 shows more sympathy for the Muslims than for the Hindus.

When Document A states “we were greatly impressed by the very genuine and acute anxiety of the Muslims lest they should find themselves subjected to a perpetual Hindu-majority rule”, it almost sounds as if the writer is agreeing that Hindu-majority rule would be a very bad outcome for India. The key phrases here suggesting sympathy for the Muslims are “greatly impressed”, “very genuine anxiety” and “subjected to”.

When the writer states that Muslims’ concerns “cannot be allayed by mere paper safeguards”, this implies sympathy for and an acceptance of the Muslim position that a Hindu-majority government would be oppressive.

Document A concludes that measures to assure the Muslim minority are essential if there is to be “internal peace” in India. The logic of this is that without such measures, there will be conflict. Whether such conflict would result from an abuse of power by the Hindu majority or from Muslim-minority disaffection is not clear.

Document A sympathises with the Muslims when it suggests that they must have “control of all matters vital to their interests” in the future India, without any reference to what the Hindu majority might think about this prospect.

NB: Reasons If only one reason = max 5M

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) In Document B the cartoonist takes a negative view of the Indian political leaders, although it is possible to argue that the view of Cripps is neutral or even positive.

The negative view is based very much on the plight of India as the mother and child under immediate threat from wild beasts. The woman is clearly frightened and her body language suggests that she is calling out for help from the political leaders.

Jinnah and Gandhi are engaged in a sort of power struggle, jockeying for position as an independent India is emerging. There is a physical tussle involving a gun and a new constitution, suggesting that long-term political and

military issues are more important to them than the immediate plight of their country.

It is significant that the political leaders are insulated from the horrors below by being in a tree-house. This makes it easier to view them negatively as they appear like children at play rather than as adults taking responsibility for the situation.

It is possible to include Cripps in this negative view by arguing that he seems to be doing little or nothing to achieve agreement between Gandhi and Jinnah. Equally it can be argued that he is presented in a neutral or even a positive light because he is showing patience and restraint and is not prepared to take the side of either Indian leader.

NB: **Reasons** If only one reason = max 5M

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)

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:

<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 expressed
<i>Poor:</i> 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: 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 **(200 marks)**

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

Ireland: Topic 1

Ireland and the Union, 1815-1870

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Aims + To what extent were they achieved)
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 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 (Strengths + Weaknesses)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Ulster Question + How Unionism developed) If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

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: What was the **significance of ...?**
Bear this in mind in award of CM and OE

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

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

NOTE: What was the **significance of ...?**
Bear this in mind in award of CM and OE

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

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 (Seán Lemass + Jack Lynch)
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
(100 marks)

One question from **one** of the five 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
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Why the Revolution + Why the failure)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

Europe and the wider world: Topic 2
Nation states and international tensions, 1871-1920

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

Europe and the wider world: Topic 3
Dictatorship and democracy in Europe, 1920-1945

1. Max. CM = 60
Max. OE = 40
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: **To what extent** was policy **responsible for ...?**
Bear this in mind in award of CM and OE
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)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

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

1. Max. CM = 60
 Max. OE = 40
 Answer must be based on **one** president only

2. Max. CM = 60
 Max. OE = 40
 NOTE: TWO elements (Success + Decline)
 If only ONE, Max. CM = 50

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

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



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(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

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.

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
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fair = 2-3 marks
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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) The Spaniards **or** the Spaniards and their supporters 5M
- (b) By restoring the privileges, customs and freedoms of the people **and/or** by forcing the Spaniards to depart 5M
- (c) A 10% tax on sales of all kinds 5M
- (d) Residents **and** foreign-owned businesses in the town 5M
(TWO groups = 5m, ONE group = 3m)

2. Comparison (20 marks)

- (a) Both documents agree that the Spanish King was harming the Netherlands.

Document A states that the King continued to oppress and ruin the people of the Netherlands. Mutinous Spanish soldiers threatened lords and towns, took many places by force, robbing them and burning them down. The government of the Netherlands was haughty and harsh.

Document B states that the King's representative, the Duke of Alva, was notorious for his rigour and extreme cruelty. Alva imposed taxes which threatened the complete ruin of the Netherlands. Spanish soldiers sacked Antwerp, doing untold damage to the residents and foreign businesses based there. The Estates General refused to recognise the King, holding him responsible for the outrage.

A second interpretation may be that in Document A the Spanish King is still respectfully called His Majesty and the people describe themselves as poor subjects, whereas in Document B the members of the Estates General totally reject the King and are determined not to recognise the King of Spain.

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

Answer referring to one document only = 5M max

- (b) Both documents agree that the Spanish soldiers were harmful to the Netherlands

Document A states that the Spanish soldiers threatened lords and towns, took many places by force, robbing them and burning them down.

Document B states that Spanish soldiers sacked Antwerp, doing untold damage to the residents and foreign businesses based there.
Expect and accept repetition from answer to 2(a)

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

Answer referring to one document only = 5M max

3. Criticism (20 marks)

- (a) Document A makes the point that trade and prosperity were important to the country and that continued prosperity depended on the old privileges, customs and freedoms.

Document B goes further. The Duke of Alva forcibly introduced a new tax which threatened to ruin the economy of a once-prosperous country. The welfare of the country depended on trade and manufacture. The sacking of Antwerp caused damage to the successful foreign-owned businesses in the city.

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) Documents A and B both conveying sense of unity among the opponents of Spain.

Document A states that all the Netherlands had united in a lasting peace and agreement. Also the treaty had been drafted between prelates, nobles, towns and states, which show a level of unity across all classes.

Document B conveys unity against the Spanish by stating that all of the provinces – individually and together – protested the new tax. And we (the Estates General) have determined not to recognise the King – this shows the unity of the Provinces in the Act of Abjuration.

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)**

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:

- (viii) A relevant introduction giving the background situation and/or defining the terms and explaining the approach;
- (ix) An episode, phase or stage in a sequence of events;
- (x) An aspect of a topic/issue, with supporting factual references;
- (xi) A point in an argument or discussion, with supporting factual references;
- (xii) An explanation of a concept or term, with supporting factual references;
- (xiii) 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;
- (xiv) 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 **(200 marks)**

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

Ireland: Topic 1

Reform and Reformation in Tudor Ireland, 1494-1558

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

2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (terms + consequences)
If only ONE, Max. CM = 50

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

4. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Henry VIII + Edward VI)
If only ONE, Max. CM = 50

Ireland: Topic 2

Rebellion and conquest in Elizabethan Ireland, 1558-1603

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 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
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (origins + to what extent)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Louvain + Four Masters)
If only ONE, Max. CM = 50

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

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

One question from **one** of the five 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 (aims + to what extent)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40

Europe and the wider world: Topic 3
The eclipse of Old Europe, 1609-1660

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

2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (why + what consequences)
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
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

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

Europe and the wider world: Topic 5
Establishing empires, 1715-1775

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

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

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

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

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

