



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2013

Marking Scheme

History

Higher Level

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

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

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

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

Future Marking Schemes

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



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2013

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

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 (200 marks)
and
Section 3: EUROPE AND THE WIDER WORLD (100 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
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 (Fenianism + Liberal reforms)
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
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (land agitation + 1913 strike and lockout)
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

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

NOTE: TWO elements (North + South)

If only ONE, Max. CM = 50

Ireland: Topic 4

The Irish diaspora, 1840-1966

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

NOTE: TWO elements (challenges + opportunities)

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 (Ireland + USA)

If only ONE, Max. CM = 50

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: TWO elements (strengths + weaknesses)
If only ONE, Max. CM = 50

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

4. Max. CM = 60
Max. OE = 40
NOTE: What was the **significance** of ...?
Consider this when awarding CM and OE.

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
NOTE: TWO elements (Vatican II + RTÉ)
If only ONE, Max. CM = 50

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
NOTE: **To what extent** did ...?
Consider this when awarding CM and OE.
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Germany + Italy)
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
NOTE: TWO elements (foreign affairs + domestic affairs)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
NOTE: **To what extent** did ...?
Consider this when awarding CM and OE.
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: TWO elements (peacetime + wartime)
If only ONE, Max. CM = 50
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
2. Max. CM = 60
Max. OE = 40
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (domestic affairs + foreign affairs)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

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

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

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

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

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

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State Examinations Commission

LEAVING CERTIFICATE 2013

MARKING SCHEME

HISTORY EARLY MODERN

HIGHER LEVEL

RESEARCH STUDY REPORT (RSR)
(100 marks)

READ EVERYTHING BEFORE YOU MARK ANYTHING!

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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)

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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

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 chart of the universe (done in European lettering) 5M
- (b) The Governor (of Sciauquin) 5M
- (c) To give a fuller explanation of Christian doctrine 5M
- (d) Because they believed that it was impossible for anyone following the Jesuits' doctrines to injure the public welfare 5M

2. Comparison (20 marks)

- (a) Both documents show the Jesuits using printed material to promote the Christian faith in China.

Document A states that the Chinese were much taken by Ricci's chart of the universe. When he made the Chinese version he added new notes about the Christian faith. In time this piece made its way into the highest courts and palaces in the country.

Document B shows that the Chinese were impressed that Ricci had mastered the Chinese language so well. His Chinese version of the Christian doctrine book was a success and earned him respect and admiration among the learned Chinese. Because they accepted him as a person, they were more open to his message.

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

Answer referring to one document only = 5M max

10M

- (b) Both documents show that the Chinese took an interest in Ricci's work.

Document A states that learned Chinese wished to see a Chinese version of Ricci's chart. He produced one and it was frequently revised, refined and reprinted which shows its popularity. In time this piece made its way into the highest courts and palaces in the country.

Document B states that the 1603 version of Ricci's book went through four printings and was published in different provinces. The learned Chinese, Fumo Can, paid for reprints himself. One of the Peking

These marks are awarded for historical content which is accurate and relevant to the question asked.

The examiner will divide the answer into paragraphs or paragraph equivalents.

A paragraph or paragraph equivalent may be one of the following:

- (i) A relevant introduction giving the background situation and/or defining the terms and explaining the approach;
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(Summation which is mere repetition = max 4 marks)

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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.

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(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)

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Very good: 8-10 marks	Very good material, accurately and clearly expressed.
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Weak: 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
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In awarding the OE, the examiner will evaluate the quality of the answer, taking into account the following, as appropriate:

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- 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 (strengths + weaknesses)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
4. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (causes + outcomes for settlers)
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
NOTE: TWO elements (land + religion)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (feature applied + how successful)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Shane O'Neill + Hugh O'Neill)
If only ONE, Max. CM = 50

Ireland: Topic 3

Kingdom v. Colony – the struggle for mastery in Ireland, 1603-1660

1. Max. CM = 60
Max. OE = 40
NOTE: THREE elements (political + economic + religious changes)
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
4. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (Louvain + other Irish colleges)
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 (causes of war + continental involvement)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (terms of Treaty + how far implemented)
If only ONE, Max. CM = 50
3. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (his concerns + his influence)
If only ONE, Max. CM = 50
4. Max. CM = 60
Max. OE = 40

Ireland: Topic 5

Colony v. Kingdom – tensions in mid-18th century Ireland, 1715-1770

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

2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (what were penal laws + to what extent were they relaxed)
If only ONE, Max. CM = 50

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
NOTE: TWO elements (aims + achievement)
If only ONE, Max. CM = 50

2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (aims + why he failed)
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
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 3
The eclipse of Old Europe, 1609-1660

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (how and why + outcomes)
If only ONE, Max. CM = 50
2. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (how empire was acquired + how valuable)
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
NOTE: TWO elements (aims + how successful)
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 5
Establishing empires, 1715-1775

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (why revolution + British reaction)
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
Empires in revolution, 1715-1775

1. Max. CM = 60
Max. OE = 40
NOTE: TWO elements (why revolution + why Louis failed to control)
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 (at home + abroad)
If only ONE, Max. CM = 50

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