



**Coimisiún na Scrúduithe Stáit**  
**State Examinations Commission**

**Leaving Certificate 2021**

**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 2021**









## **MARKING SCHEME**

### **HISTORY LATER MODERN**

### **HIGHER LEVEL**



## Online Marking Annotations

Symbol	Description	Denoting
	Square brackets	Indicate beginning and end of paragraph to be awarded Cumulative Marks (CMs)
	Tick (blank)	Valid/correct/relevant/of merit (no marks associated with blank tick)
	Zero	Zero marks awarded
	Tick with number	Tick with value of marks awarded (e.g. 5 marks)
	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
	Horizontal wavy	Underline
<b>NR</b>	No Response	Question not answered

Note: some annotations may not be relevant to particular scripts.

**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:

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





(b) Document A OR Document B.

Assess answer on quality of points made in relation to each document. Points could include the following:

Document A: The instructions given to the police in Montgomery are described in doc A. Police were told to “break up” the boycotter car pools by enforcing all traffic regulations “diligently”. Also, all black people waiting for lifts were to be charged with “loitering”. This shows how the police were, in effect, instructed to harass the boycotters as a way of trying to end the bus boycott.

Document B: The impact of police behaviour is shown in doc B. MLK describes how police actions, such as “mass arrests” have deprived black citizens of their civil rights and left them “without the protection of the law”. City police have facilitated illegal activities by opponents of the boycott by leading their processions or ignoring illegal actions. White people can burn effigies and parade around in KKK robes, whereas hundreds of black people are being arrested daily on “trumped-up charges”. This letter describes a double standard in how police applied the law to black and white citizens, and shows that the police role in Montgomery was biased against black people.

*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) Answers may include points such as the following:

- The letter was written at the time of the boycott and provides contemporaneous evidence about the progress of the boycott.
- As a local, Clifford J. Durr has the advantage of knowing the city well, and could understand the impact of the strike at local level.
- Durr was a lawyer. His legal expertise would enable him to put the actions of the supporters and opponents of the boycott in their proper legal context.
- Durr was a white supporter of the boycott. Thus, he provides an outsider’s perspective on the events of the black-run boycott. He can comment on the actions of white opponents of the boycott without being accused of bias.
- His account contains useful factual information such as that all three members of the City Commission responsible for law enforcement have joined the White Citizens Council which is committed to maintaining segregation.
- He provides an interpretation of how lacking in sincerity the city authorities are when they “deplore” intimidation and violence while also encouraging such acts of violence with their “public statements”.

*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) Doc B is effective in making the case that boycott supporters have been deprived of their civil rights and left without the protection of the law.

Answers may include points such as the following:

- boycott leaders write about “continued” threats and violence, about which very little is being done, apparently.
- mass arrests against Negroes/boycotters have been “authorised by city and state officials” meaning that boycotters have nowhere to turn for protection.
- public officials, who should be acting on behalf of all Montgomery’s citizens, have joined organisations such as the White Citizens Council to resist desegregation and “do nothing to prevent the violence”.
- city police led a procession to a city square where effigies were burned despite a ban on “signs of any kind” in the area.
- The local press has reported on acts of violence, which backs up the statements by MLK and his fellow leaders.
- crimes against boycotters are not taken seriously by city officials with the mayor of the city claiming that a bomb attack on a minister’s home was a “publicity hoax” to gain support for the boycott.
- Racist organisations such as the KKK are allowed demonstrate “without police interference” whereas hundreds of Negroes are being arrested daily on “trumped-up” charges.
- Black people/boycotters cannot rely on the police, city officials or the law to protect them.

*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)

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:

<b><i>Excellent:</i></b>	11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
<b><i>Very good:</i></b>	8-10 marks	Very good material, accurately and clearly expressed.
<b><i>Good:</i></b>	6-7 marks	Worthwhile information, reasonably well expressed.
<b><i>Fair:</i></b>	3-5 marks	Limited information/barely expressed.
<b><i>Poor:</i></b>	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 (200 marks)**

**2021: Candidates should answer ONE question from each of TWO topics.**

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)

<b>Excellent:</b> 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
<b>Very good:</b> 8-10 marks	Very good material, accurately and clearly expressed.
<b>Good:</b> 6-7 marks	Worthwhile information, reasonably well expressed.
<b>Fair:</b> 3-5 marks	Limited information/barely stated.
<b>Poor:</b> 0-2 marks	Trivial/irrelevant/grave errors.

**Overall Evaluation (OE)** (Maximum = 40 marks)

<b>Excellent:</b> 34-40 marks	Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage.
<b>Very good:</b> 28-33 marks	Very good – but not excellent - in its treatment of the set question, ie: accurate and substantial.
<b>Good:</b> 22-27 marks	Good standard treatment of the set question, without being exceptional in the information or the commentary supplied.
<b>Fair:</b> 16-21 marks	Fair attempt at the set question, but has identifiable defects, e.g.: incomplete coverage, irrelevant data, factual inaccuracies.
<b>Weak:</b> 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
<b>Very weak:</b> 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  
NOTE: TWO elements (Emancipation + Repeal)  
If only ONE, Max. CM = 50
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (government + private responses)  
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 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 (why + how)  
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  
NOTE: TWO elements (negotiations + terms)  
If only ONE, Max. CM = 50
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (main events + identity)  
If only ONE, Max. CM = 50
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (North + South)  
If only ONE, Max. CM = 50
4. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements  
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  
NOTE: TWO elements (what drew emigrants to Britain + assimilation)  
If only ONE, Max. CM = 50
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
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (Sunningdale Agreement + why it collapsed)  
If only ONE, Max. CM = 50
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  
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 (UN + EEC)  
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 1*

**Nationalism and state formation in Europe, 1815-1871**

- |    |         |      |         |      |
|----|---------|------|---------|------|
| 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 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 |
|    | NOTE: TWO elements (war + revolution)<br>If only ONE, Max. CM = 50 |      |         |      |
| 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 |
| 4. | Max. CM   | = 60 | Max. OE | = 40 |
|    | NOTE: TWO elements<br>If only ONE, Max. CM = 50 |      |         |      |

*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 + foreign)  
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 5*  
**European retreat from empire and the aftermath, 1945-1990**

1. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (Britain + India)  
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





**Coimisiún na Scrúduithe Stáit**  
*State Examinations Commission*

# **LEAVING CERTIFICATE 2021**

## **MARKING SCHEME**

### **HISTORY** **EARLY MODERN**

### **HIGHER LEVEL**

**RESEARCH STUDY REPORT (RSR)**  
**(100 marks)**

**READ EVERYTHING BEFORE YOU MARK ANYTHING!**

**OUTLINE PLAN (15 marks)**

Citation of the sources = 6 marks

Other elements = 9 marks

**Citation of sources**

Three appropriate sources are asked for.

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	<b><i>Excellent:</i></b> 22-25 marks <b><i>Very good:</i></b> 17-21 marks <b><i>Good:</i></b> 13-16 marks <b><i>Fair:</i></b> 9-12 marks <b><i>Weak:</i></b> 0-8 marks
--------------------------------	--

Reference to only TWO sources	<b><i>Excellent:</i></b> 15-17 marks <b><i>Very good:</i></b> 12-14 marks <b><i>Good:</i></b> 9-11 marks <b><i>Fair:</i></b> 6-8 marks <b><i>Weak:</i></b> 0-5 marks
-------------------------------	--

Reference to only ONE source	<b><i>Excellent:</i></b> 8-9 marks <b><i>Very good:</i></b> 6-7 marks <b><i>Good:</i></b> 4-5 marks <b><i>Fair:</i></b> 2-3 marks <b><i>Weak:</i></b> 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:

<b><i>Historical knowledge – 25 marks</i></b> Thorough accurate and relevant to the title	<b><i>Excellent:</i></b> 21-25 <b><i>Very good:</i></b> 16-20 <b><i>Good:</i></b> 11-15 <b><i>Fair:</i></b> 6-10 <b><i>Weak:</i></b> 0-5
<b><i>Research skills – 15 marks – Such as</i></b> Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	<b><i>Excellent:</i></b> 13-15 <b><i>Very good:</i></b> 10-12 <b><i>Good:</i></b> 7-9 <b><i>Fair:</i></b> 4-6 <b><i>Weak:</i></b> 0-3
<b><i>Presentation – 10 marks</i></b> Literacy Coherence Structure	<b><i>Excellent:</i></b> 9-10 <b><i>Very good:</i></b> 7-8 <b><i>Good:</i></b> 5-6 <b><i>Fair:</i></b> 3-4 <b><i>Weak:</i></b> 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 Chinese believed that the Portuguese were using the house to spy on them. 5M
- (b) They should be expelled/deported from Zhaoqing. 5M
- (c) They came from Macao to Shanzhou. 5M
- (d) They depicted Europeans in short costumes/saying the rosary/wearing swords in their belts/adoring God on one knee/fighting a duel.  
(Any TWO, 3M + 2M) 5M

**2. Comparison (20 marks)**

- (a) Both documents show that the Jesuits were regarded with suspicion, or, Document A shows suspicion whereas Document B shows a mixture of dislike and acceptance. Points could include the following:

Doc A

- The Jesuits are suspected of being Portuguese spies.
- They used their great intelligence to create “tricks” to get local people to follow them.
- Their religion is regarded as “strange”, and it allegedly involves lies and deceit.
- They attract followers with a magic bell that apparently “chimed by itself”.

Doc B

- The Europeans are disliked and open to ridicule. Their clothing and behaviour is mocked by the stage players.
- The stage players are “anti-Christian” in their antics.
- However, not everyone in China is suspicious of/hostile to the Jesuits. The Magistrates show their support by greeting the Jesuits politely and by walking along the street with them.

*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) Matteo Ricci's journal is a valuable historical source. Answer could contain points such as:

- The journal is a primary source, giving Ricci's first-hand account of life in China in the 1580s-1600s.
- He could speak and write Chinese and was able to understand and explain life in China.
- He understands the Chinese view of the Jesuit mission and can explain exactly why the Jesuits were regarded with suspicion. "The Chinese believed..."
- He doesn't hide the accusations made against the Jesuits, even when they were accused of lying and trickery. This indicates that his account is reasonably objective.
- He provides an insight into different aspects of Chinese life, and that what might be acceptable in one city (e.g. idol-worshipping in Nanhuasai) is not acceptable elsewhere.
- The account in document A provides useful information to explain why the Jesuits were expelled from Zhaoqing.

*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) Doc B shows that there were different Chinese attitudes to the Europeans/Christians. Answer could contain points such as:

- The stage players from Macao use the Europeans as the butt of their jokes and caricature aspects of their appearance/behaviour to mock them.
- The laughter of onlookers who enjoy the anti-Christian antics of the players.
- In contrast, the support from the Magistrates, who show their respect for the Jesuits even in front of where the actors were mocking them.
- One Magistrate greets Father Nicolo with "ceremony and politeness" while another Magistrate gets out of his chair to walk along the street with him. Both these gestures were deliberate signs of respect, in contrast to the vulgar antics of the players.

*Mark the answer on a sliding scale out of 10:*

Excellent = 9-10 mks	Very good = 7-8 mks	Good = 5-6 mks
Fair = 3-4 mks	Weak = 0-2 mks	10M

#### 4. Contextualisation (40 marks)

In question 4, marking by paragraph begins.

**Cumulative Mark** = Max. 24 marks

**Overall Evaluation** = Max 16 marks

#### **Cumulative Mark (CM)**

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:

<b>Excellent:</b> 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
<b>Very good:</b> 8-10 marks	Very good material, accurately and clearly expressed.
<b>Good:</b> 6-7 marks	Worthwhile information, reasonably well expressed.
<b>Fair:</b> 3-5 marks	Limited information/barely expressed.
<b>Poor:</b> 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:

<b>Excellent:</b> 14-16 marks	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.
<b>Very good:</b> 11-13 marks	
<b>Good:</b> 6-10 marks	
<b>Fair:</b> 4-5 marks	
<b>Weak:</b> 2-3 marks	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.
<b>Very weak:</b> 0-1 mark	

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

**2021: Candidates should answer ONE question from each of TWO topics.**

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)

<b>Excellent:</b> 11-12 marks	Outstanding piece of analysis, exposition or commentary. Clearly expressed, accurate and substantial information.
<b>Very good:</b> 8-10 marks	Very good material, accurately and clearly expressed.
<b>Good:</b> 6-7 marks	Worthwhile information, reasonably well expressed.
<b>Fair:</b> 3-5 marks	Limited information/barely stated.
<b>Poor:</b> 0-2 marks	Trivial/irrelevant/grave errors.

**Overall Evaluation (OE)** (Maximum = 40 marks)

<b>Excellent:</b> 34-40 marks	Excellent in its treatment of the set question, particularly if it shows detailed learning, wide reading, analysis or extensive coverage.
<b>Very good:</b> 28-33 marks	Very good – but not excellent - in its treatment of the set question, ie: accurate and substantial.
<b>Good:</b> 22-27 marks	Good standard treatment of the set question, without being exceptional in the information or the commentary supplied.
<b>Fair:</b> 16-21 marks	Fair attempt at the set question, but has identifiable defects, e.g.: incomplete coverage, irrelevant data, factual inaccuracies.
<b>Weak:</b> 10-15 marks	Poor, in that it fails to answer the question as set, but has some merit.
<b>Very weak:</b> 0-9 marks	Very poor answer which, at best, offers only scraps of information.

In awarding the OE, the examiner will evaluate the quality of the answer, taking into account the following, as appropriate:

- To what extent has the candidate shown the ability to analyse the issues involved in the question asked (ie: more than mere narrative)?
- To what extent has the candidate marshalled the relevant evidence to support his/her analysis?
- To what extent has the candidate shown the ability to argue a case and to reach conclusions (ie: to answer the question as asked)?

## **SECTION 2: IRELAND**

### *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 (Henry VIII + Edward VI)  
If only ONE, Max. CM = 50
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (why + how successful)  
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*

#### **Rebellion and conquest in Elizabethan Ireland, 1558-1603**

1. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (Dublin + the Pale)  
If only ONE, Max. CM = 50
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (rebellion put down + success of plantation)  
If only ONE, Max. CM = 50
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    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: TWO elements (religious + plantation)  
If only ONE, Max. CM = 50
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (Why + the depositions)  
If only ONE, Max. CM = 50
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (characteristics + change in Ireland)  
If only ONE, Max. CM = 50
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  
NOTE: TWO elements  
If only ONE, Max. CM = 50

*Ireland: Topic 5*  
**Colony v. Kingdom – tensions in mid-18<sup>th</sup> century Ireland, 1715-1770**

1. Max. CM = 60                      Max. OE = 40
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (grievances + how effective)  
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
2. Max. CM = 60                      Max. OE = 40
3. Max. CM = 60                      Max. OE = 40
4. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (out of the three offered)  
If only ONE, Max. CM = 50



### **SECTION 3: EUROPE AND THE WIDER WORLD**

#### *Europe and the wider world: Topic 1* **Europe from Renaissance to Reformation, 1492-1567**

1. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (Europe and Seville)  
If only ONE, Max. CM = 50
2. Max. CM = 60                      Max. OE = 40
3. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (begin in Germany + partial success)  
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
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (“military revolution” and Thirty Years War)  
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

#### *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  
If only ONE, Max. CM = 50
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (Streltsy + frontiers)  
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 5*  
**Establishing empires, 1715-1775**

1. Max. CM = 60                      Max. OE = 40
2. Max. CM = 60                      Max. OE = 40  
NOTE: TWO elements (diplomacy + military planning)  
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

*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  
NOTE: TWO elements (agricultural + industrial)  
If only ONE, Max. CM = 50
3. Max. CM = 60                      Max. OE = 40
4. Max. CM = 60                      Max. OE = 40

## Appendix 1



# 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 ghnáthráta 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 300 @ 10%*

Bain úsáid as an tábla seo i gcás na n-ábhar a bhfuil 300 marc san iomlán ag gabháil leo agus inarb é 10% gnáthráta an bhónais.

Bain úsáid as an ghnáthráta i gcás 225 marc agus faoina bhun sin. Os cionn an mharc sin, féach an tábla thíos.

Bunmharc	Marc Bónais
226	22
227 - 230	21
231 - 233	20
234 - 236	19
237 - 240	18
241 - 243	17
244 - 246	16
247 - 250	15
251 - 253	14
254 - 256	13
257 - 260	12
261 - 263	11

Bunmharc	Marc Bónais
264 - 266	10
267 - 270	9
271 - 273	8
274 - 276	7
277 - 280	6
281 - 283	5
284 - 286	4
287 - 290	3
291 - 293	2
294 - 296	1
297 - 300	0

