



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2022
Deferred Examinations

Marking Scheme

History

Higher Level

Note to teachers and students on the marking schemes for the deferred examinations

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. However, it should be noted that the marking schemes for the deferred examinations may not necessarily be as detailed as the corresponding marking schemes for the main sitting of an examination, which serve to ensure consistency across a large team of examiners.

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 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 between the main sitting and the deferred sitting and from year to year. In the case of the deferred examinations, this means that the level of detail may vary by question, as the marking scheme will only have been finalised for the questions attempted by the candidates who sat these examinations.

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 a senior examiner when in doubt.

Future Marking Schemes

Assumptions about future marking schemes on the basis of past schemes (whether for the main examinations or the deferred examinations) 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 concerned. Accordingly, aspects of the structure, detail and application of the marking scheme for a particular examination will not necessarily be the same for the deferred sitting as for the main sitting or from one year to the next.



Coimisiún na Scrúduithe Stáit
State Examinations Commission

LEAVING CERTIFICATE 2022 **(Deferred sit paper)**

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:

Historical knowledge – 25 marks Thorough accurate and relevant to the title	Excellent: 21-25 Very good: 16-20 Good: 11-15 Fair: 6-10 Weak: 0-5
Research skills – 15 marks – Such as Appropriate depth of investigation Use of sources Fair and balanced treatment of issues	Excellent: 13-15 Very good: 10-12 Good: 7-9 Fair: 4-6 Weak: 0-3
Presentation – 10 marks Literacy Coherence Structure	Excellent: 9-10 Very good: 7-8 Good: 5-6 Fair: 3-4 Weak: 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) | As an observer on behalf of the Irish Labour Party | 5M |
| (b) | Inconvenience of the barriers/behaviour of the military | 5M |
| (c) | Political control of Derry Corporation/housing/jobs/parades | 5M |
| (d) | Catholics could not march within the city walls | 5M |

2. Comparison (20 marks)

- (a) The writers of the two documents show some similarities and some differences in their portrayal of the activities of the Apprentice Boys on the 12th of August.
- In doc A, the writer is describing the activities of the Apprentice Boys on a specific date, 12th August, 1970, whereas the writer of doc B is recalling “the parading in Derry every 12th of August” over many years.
 - In doc A, the Apprentice Boys are described as “walking around in twos or threes or standing at street corners”, whereas the writer in doc B describes them “jigging through the city centre” and “bellow[ing] renewed loyalty to the glorious William of Orange”.
 - In doc A, the Apprentice Boys are “less than cheerful” because their parade has been banned, whereas in previous years, according to doc B, they “used to march along the city walls” looking down at the Bogside residents with some throwing pennies at the Bogsiders.
 - The Apprentice Boys’ usual costume is described in similar terms in both docs. “They were wearing bowler hats and crimson collarettes” according to doc A. The “purple collarettes” are also mentioned in doc B.

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) Yes, both documents refer to historical events.

- Doc A states that the Apprentice Boys march every 12th of August to “commemorate the relief of the city in 1689”. The ending of the Siege of Derry in 1689 is significant for the Apprentice Boys and they celebrate it annually with a “triumphal parade”. O’Brien describes how the city walls have been “piously preserved” because of their link to the events of 1689.
- Doc B also acknowledges that the Apprentice Boys marched every year to celebrate victory in the Siege of Derry. McCann says the city walls “had a mystical significance for Protestants” arising from the successful defence of the walls “against the Catholic enemy, King James, in 1689.”
- Both documents also refer to more recent historical events such as “the troubles” provoked by the 1969 Apprentice Boys march in doc A, or the record of discrimination in Derry in matters related to voting, jobs and housing in doc B.
- In addition, doc B refers to historical events celebrated by the Nationalist population of Derry, such as the 1916 Rising and the coming of St. Patrick.

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) Doc A is a valuable historical source because:

- Conor Cruise O’Brien went to Derry as an “observer” in 1970, to report back to the Irish Labour Party about events in Derry on 12th August 1970. It was his job to find out as many facts as possible to make a report on what he saw.
- Doc A is a primary source. It was written soon after the events by an eye-witness. O’Brien’s book was published in 1972, only two years later.
- The writer is methodical in making his observations. He describes how he “began the morning with a walk around the city” so that he can comment on all aspects of the day such as the Apprentice Boys standing at street corners, the military presence and the reaction of people in the Bogside.
- He refers to contextual information about the events of 1689 to explain why, in 1970, the parade was banned and the military presence so heavy.
- He conveys the different emotions well, such as the “less than cheerful” attitude of the Apprentice Boys or the complaints by people in the Bogside.
- He provides an independent, outsider’s view of Derry on 12 August 1970, etc.

Mark quality of answer on a sliding scale out of 10:

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

- (b) Candidates may argue for and/or against the view that doc B is objective. Evaluate the answer on the quality of the points made to support the given opinion.

Answers may include points such as the following:

- The candidate may attempt to define what he/she understands by objectivity, e.g. to give a fair account of events/ to try to take all sides into consideration/ freedom from bias/ not one-sided or personal/ exclusion of personal feelings or beliefs, etc.
- The document is not an objective source. The writer clearly identifies with one side of the community, the Catholic, Nationalist people of the Bogside. He uses the pronouns “we” and “they” to describe the two communities in Derry.
- McCann says he was “never taught to hate Protestants” but he makes repeated use of the term “resented” in relation to them.
- The language he uses to describe the Apprentice Boys parade is derogatory. He says they went “jigging” through the city centre rather than marching through the city centre. They “bellow” their loyalty to the “glorious William of Orange” and regard the city walls as having “mystical significance”. This gives the extract a tone of mockery in relation to the Apprentice Boys.
- Even though he clearly sides with one side of the community, McCann provides factual statements about the discrimination experienced by Catholics/Nationalists in Derry, e.g., “they controlled the Corporation of Derry even though Catholics were in a majority in the city”. He also refers to housing and job allocations which were, objectively, very real issues for Catholics/Nationalists in Derry.
- A document does not have to be objective to be of interest to historians or other readers. It is difficult for any Derry native to be objective when describing their own lived experience of the city in the 1960s/70s. This document gives us a valuable insight into events at a critical time in Derry’s history from the perspective of a local resident.

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)

How did the activities of the Apprentice Boys and other issues contribute to rising tension in Northern Ireland in the mid-to-late 1960s? (Note two parts.)

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

2022: 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)

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

Overall Evaluation (OE) (Maximum = 40 marks)

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

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

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

SECTION 2: IRELAND

Ireland: Topic 1

Ireland and the Union, 1815-1870

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Emancipation + Repeal)
If only ONE, Max. CM = 50
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
NOTE: TWO elements (Parnell + Redmond)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Ulster Q. + how successful)
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 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
NOTE: TWO elements (strengths + weaknesses)
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 (Belfast + Dublin)
If only ONE, Max. CM = 50

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 |
| | NOTE: TWO elements
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 |
| 2. | Max. CM | = 60 | Max. OE | = 40 |
| | NOTE: TWO elements (Vatican II + RTÉ)
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

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
NOTE: TWO elements If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40

Europe and the wider world: Topic 2

Nation states and international tensions, 1871-1920

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (strengths + weaknesses)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (why + tension in Europe)
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 3

Dictatorship and democracy in Europe, 1920-1945

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Lenin + Stalin) If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (problems + how effectively tackled)
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
Division and realignment in Europe, 1945-1992

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (helped + hindered)
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 5
European retreat from empire and the aftermath, 1945-1990

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (causes + consequences)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Ho Chi Minh + Sukarno)
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 6
The United States and the world, 1945-1989

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Truman + Johnson)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (begin + importance)
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 (advances + influence on daily life)
If only ONE, Max. CM = 50

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 ngnáthráta 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

