



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate 2023

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 2023

(Deferred sitting)

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) | One reason from doc A (e.g. to exploit Unionist fears) | 5M |
| (b) | One argument by Faulkner from doc A | 5M |
| (c) | He did not have the support of the Unionist community | 5M |
| (d) | He was afraid it looked like a document for a united Ireland | 5M |

2. Comparison (20 marks)

- (a) Yes, both writers wanted the Sunningdale Agreement to succeed.

Points could include:

- Faulkner writes a newspaper article to persuade readers about the merits of the SA.
- He aims to reassure Unionists that the SA will not interfere with UK sovereignty or lead to a united Ireland.
- He sees the SA as an opportunity for progress, and an opportunity to defeat terrorism.
- Donlon regrets that Faulkner was a weak leader who could not carry the Unionist community with him.
- He has sympathy for Faulkner who was getting “almost nothing” from the SA.
- Donlon was worried that the Council of Ireland aspect of the deal would undermine the SA.

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) Both documents refer to controversy surrounding the Council of Ireland.

Supporting points could include:

- Faulkner has to explain what the Council of Ireland was “not”. He tries to refute the arguments being put forward about the Council of Ireland such as that it was a “halfway house to a United Ireland”.
- He refers to “myths, half-truths and untruths” which are in circulation and causing controversy/fear within the Unionist community.
- Donlon says the Council of Ireland was a “frightening” document, which would be bound to cause controversy. He is afraid of a leak as he knows it would cause controversy.
- He was afraid it would look as if Dublin was “taking over” the administration of NI, and he was aware that Unionists would object to it.

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) Candidates can argue objective and/or subjective depending on the points made. Reward answers which show an understanding of the concept of objectivity/subjectivity.

Answers may include points such as the following:

- As a Unionist leader he is subjective as he sees developments from a Unionist perspective and is writing to address the fears of the Unionist community.
- All the arguments he makes are designed to reassure Unionists that their position within the UK is safe.
- His reference to “all Ulstermen” is an attempt to be impartial/objective or is really addressed to the Unionist community and is therefore subjective.
- He tries to be objective in his reference to “the conflicting political aspirations in Ireland”.
- He also attempts to be objective when he says people have a “democratic right” to express their conflicting political aspirations.

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 a valuable historical source. Evaluate the answer on the quality of the points made to support the given opinion.

Answers may include points such as the following:

- Seán Donlon was a participant in the events he describes and can provide a valuable eye-witness account.
- He is a primary source, but this interview was given in 2014, over 40 years after the events he describes, which may affect his recollection of events.
- He gives a good analysis of the difficulties facing Faulkner and shows empathy for his predicament.
- He is biased because he was working on behalf of the Irish government, or he attempts to be fair and is “sensitive to Unionist fears”.

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

Contextualisation (40 marks)

Why did the Sunningdale Agreement and the power-sharing executive, 1973-1974, prove so divisive?

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 (300 marks)**

In Sections 2 and 3, candidates are asked to respond to a historical question. Their answers will be marked under two headings:

Cumulative Mark (CM) for historical content which is accurate and relevant to the question as asked.

Maximum CM = 60 marks.

Overall Evaluation (OE) for the quality of the answer as a whole in the context of the set question.

Maximum OE = 40 marks.

Marking the Answer

To mark the answer, the examiner will approach the material with an open mind as to the range of valid answers which may be expected of a candidate at this level and with an understanding of the scope of knowledge and historical skills which the syllabus demands. The examiner will divide the answer into paragraphs or paragraph equivalents:

- (i) A relevant introduction giving the background situation and/or defining the terms and explaining the approach;
- (ii) An episode, phase or stage in a sequence of events;
- (iii) An aspect of a topic/issue, with supporting factual references;
- (iv) A point in an argument or discussion, with supporting factual references;
- (v) An explanation of a concept or term, with supporting factual references;
- (vi) A number of significant, relevant statements of fact, explanation or comment which, although not connected or related, can be taken together and assessed as a paragraph equivalent;
- (vii) A good concluding paragraph or summation, which is not mere repetition.

(Summation which is mere repetition = max. 4 marks)

The examiner will award marks to each paragraph or paragraph equivalent as follows:

Cumulative Mark (CM) (Maximum = 60 marks)

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

Overall Evaluation (OE) (Maximum = 40 marks)

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

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

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

SECTION 2: IRELAND

Ireland: Topic 1

Ireland and the Union, 1815-1870

1. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Emancipation + Repeal)
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
3. Max. CM = 60 Max. OE = 40
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
NOTE: TWO elements 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 (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 (why + to what extent)
If only ONE, Max. CM = 50

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

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

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

Ireland: Topic 6
Government, economy and society in the Republic of Ireland, 1949-1989

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

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

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

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

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 (agriculture + industry)
If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Hausmann + Hugo)
If only ONE, Max. CM = 50

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)
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

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
NOTE: TWO elements (problem + how effectively)
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 (Mussolini + Hitler)
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
NOTE: TWO elements (domestic + foreign)
If only ONE, Max. CM = 50
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 5
European retreat from empire and the aftermath, 1945-1990

1. Max. CM = 60 Max. OE = 40
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (Britain + France)
If only ONE, Max. CM = 50
4. Max. CM = 60 Max. OE = 40

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 (at home + abroad)
If only ONE, Max. CM = 50
2. Max. CM = 60 Max. OE = 40
3. Max. CM = 60 Max. OE = 40
4. Max. CM = 60 Max. OE = 40
NOTE: TWO elements (key advances + significance)
If only ONE, Max. CM = 50



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 400 @ 10%

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

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

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

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

